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An introduction to Canadian English

Teacher's Handbook No. 1

Language



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An introduction to Canadian English

Teacher's Handbook No.1

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New Edition by
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Ministry of
Culture and
Recreation

Citizenship
Division

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To the Teacher!

- Do not try to 'cover' this course in record time. As you will notice, no time limits have been suggested for any of the lessons or units. The amount of time each lesson takes will depend on your teaching situation and on the students themselves.
- Pause between units to allow your students to absorb what they have learned. Simply 'covering' the Review lesson (6) of each unit will not ensure that your students have internalized the material.
- Success in a language course means being able to use the language skills in real-life situations. Use the time between units to expand on the situations which have been presented and to introduce any new situations which you feel your students will meet in daily life. Give them a chance to carry out a variety of activities — shopping for food and clothing, using the telephone to find out information, using a bank and a post office, looking for an apartment, finding a job, etc. Such activities may be real or may be simulated in the classroom with the aid of pictures or films.
- Don't be afraid to go off on tangents. Students will absorb anything which interests them and they can easily forget what is presented in a dry fashion.

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— statements, yes/no questions, question-word questions, short answers.

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INTRODUCTION

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Teacher's Book

Each teacher's lesson is divided into the following sections:

CONTENT

STRUCTURE NOTES

SUGGESTIONS

CONVERSATION PRACTICES — PRONUNCIATION HINTS

MANIPULATION DRILLS

CONTENT

All of the new patterns and vocabulary to be taught in each lesson appear here in chart form.

STRUCTURE NOTES

Many new grammatical structures (e.g. sentence patterns, tenses, parts of speech) are discussed in this section. New tenses are presented in chart form. Although these charts appear primarily for the teacher's use, they could also be used in the classroom to explain previously introduced structures.

SUGGESTIONS

This section provides a list of teaching aids and techniques for presenting the lesson material to the students. Games and extra activities related to the structures are also provided. The games are optional. Often they can be used a lesson or two later as a review of learned structures. In addition, suggestions are sometimes given for expanding the vocabulary of the lesson. Since the needs and interests of each class differ, it is up to the teacher himself to decide upon additional vocabulary. He may be guided by the students, who often ask to know the English words for things which are important to them. Classroom situations and the pictures in the Students' Workbook provide opportunities for vocabulary expansion. A teacher should never hesitate to go off on tangents which interest the students.

CONVERSATION PRACTICES

The new material in each lesson is presented in a series of Conversation Practices, each involving a verbal exchange between two or more people. The Practices are designed to flow naturally from one to the next, as each new structure is added. However, there is no rigidly fixed order of presentation. You may find that a different sequence is more successful with your class. The sequence can also be interrupted for extra work on pronunciation, grammar or vocabulary. When students have difficulty with a particular learning point, two minutes of concentrated drill is more valuable than struggling with the next, more complicated, conversation.

Note that contractions are used in these Conversation Practices (e.g. what's, it's, he's). These contractions serve to emphasize the fact that the teacher should use natural speech. In the Students' Workbook, however, the full forms are used in the first few units.

The following four steps outline a general procedure for presenting these Conversation Practices. Most of the Practices should be presented in these four steps. However, with some Practices, certain steps can be omitted. The instructions will then indicate which steps to use. In general, it can be said that Steps 2 and 3 can be omitted with quick classes, so that the two-way conversation is begun after only one repetition.

Step One — Listening:

Begin the Practice by saying both the utterance and the response. Perform a double role. Ask the question and then answer it yourself, simulating a dialogue between two people facing each other. Take both positions. If the students find this method of presentation confusing, use stick figures on the blackboard, assigning them names or numbers. Point to each one as you say the utterance or the response. Hand puppets are also useful in dramatizing a conversation.

Step Two — Choral Repetition in Groups:

Get the class to repeat the whole Practice chorally as often as you feel is necessary. To do this divide the class into groups, each group repeating its role in the conversation.

Step Three — Teacher-Student Conversation:

In this step an actual two-way conversation is begun. The teacher takes one role and assigns the other role first to the whole class and then to individual students. Switch roles, getting the students to begin the conversation. In a conversation which has three roles, the teacher takes one and divides the class into two groups for the other two roles.

Step Four — Student-Student Conversation:

Get one student to say the utterance and another student to give the response. At times the instructions will suggest developing a conversation into a chain. To keep the lesson lively, interrupt the chain at various points with direct questions to individual students.

e.g. Student A: What's your name?

Student B: My name is John.

Student B: What's your name?

Student C: My name is Michael.

Teacher to Student D: What's his name? (*pointing to B*)

Student D: His name is John.

Develop a set of simple commands and accompanying gestures to go with these four steps. Use them consistently throughout the course.

The treatment of oral mistakes is extremely important. Correct all mistakes. Have the student repeat the corrected structure, followed by choral repetition. If mistakes go uncorrected, the class may become confused and learn the incorrect structure. On the other hand, if a conversation is changed slightly by the students, but is still correct, incorporate these changes. For example, in a conversation beginning with "How are you?" the printed response is "Fine, thanks." But if students respond with "Pretty well," "Not bad," "So-so," "O.K.," etc., accept these as well.

PRONUNCIATION HINTS

Pronunciation hints are provided with many of the Conversation Practices. Their purpose is to identify possible pronunciation problems which might arise when new patterns are being learned. The symbols used in these hints are listed on page IX.

STRESS AND INTONATION:

The main sound feature of English is its particular stress and intonation patterning. A student who speaks English with reasonably good stress and intonation, but without perfectly accurate pronunciation of individual consonant and vowel sounds, will be more intelligible than a student who pronounces each sound with great accuracy but does not have the correct stress and intonation. Since the approach in this text is to get students to converse immediately in whole sentences or phrases, it is possible to practise correct stress and intonation from the first lesson on.

In doing this, you will find the following method quite useful. Most phrases or short utterances in English can be compared to a single word having the same stress and intonation pattern. For example, the utterance "This is a *bōok*" is said with the same overall stress and intonation as the single word "*misunderstānd*", and "This is a *pēncil*" corresponds to "*misunderstānding*". Comparing these utterances to single words emphasizes the fact that an utterance is a single unit rather than a series of isolated words. Practising utterances in this way can prevent students from saying words as separate units, as they appear in print. In normal speech we almost invariably use groups of words, and, since it is normal speech that the students must learn to understand and use, we must condition them to the fact that the "word" is not the unit of speech. Several more examples will help to show the correspondence between the stress and intonation patterning of phrases or short sentences and that of single words.

<i>in the mōrning</i>	—	<i>econōmic</i>
<i>he's leāving</i>	—	<i>deceīving</i>
<i>I'd like to</i>	—	<i>apārtment</i>
<i>he'll be thēre</i>	—	<i>disappēar</i>
<i>he's been wāiting</i>	—	<i>introdūction</i>

Remember that mutilation of English stress and intonation patterns in phrases and short sentences has more to do with causing a "foreign accent" than the slight mispronunciation of individual sounds.

THE FOLLOWING SYMBOLS ARE USED IN THE PRONUNCIATION HINTS:




STRESS: Primary 
 Secondary —

e.g. *nōtebōok*, *dictionāry*
Whēre is the *nōtebook*?
Whēre is the *dictionāry*?

INTONATION:

For practical purposes we have limited ourselves to two basic intonation patterns in English.

- (i) The voice is lowered at the end of the utterance. This intonation pattern is used for statements (both affirmative and negative), for commands and for question-word questions.

e.g. *My nāme is Jōhn.* 
Sit dōwn. 
What's your nāme? 

- (ii) The voice is raised at the end of the utterance. This intonation pattern is used for yes/no questions.

e.g. *Are you from Spain?*
Is this a book?

CONSONANTS:

/p/ pat	/b/ bat	/h/ house
/t/ tore	/d/ door	/m/ mice
/θ/ thin	/ð/ this	/n/ nice
/f/ fan	/v/ van	/ŋ/ sing
/k/ could	/g/ good	/l/ lip
/s/ sip	/z/ zip	/r/ rip
/ʃ/ shut	/ʒ/ pleasure	/y/ yes
/tʃ/ chin	/dʒ/ judge, gin	/w/ window

VOWELS:

/i/ beet	/ə/ about, bird	/o/ bore	/ey/ bait
/ɪ/ bit	/ʌ/ but	/ʊ/ bought	/oy/ boy
/ε/ bet	/uw/ boot	/ow/ boat	/aw/ bout, house
/æ/ bat	/u/ book	/ay/ bite, side	

USING THESE SYMBOLS FOR PRONUNCIATION DRILLS:

The symbols presented here are meant to be a guide for the teacher. Students do not have to see them in order to practise correct pronunciation. However, if a teacher wants to, he may introduce the class to those symbols which are relevant to a particular sound drill he has constructed. Below is a sample sound drill which can be used to help the students hear, identify and pronounce sound differences.

Students often confuse the initial voiced consonants /ð/ and /d/ (e.g. "Dis is a pen."). To correct this error, contrast /ð/ and /d/ in the following drill: Set up two columns on the blackboard, numbering them (1) and (2). Under column (1) write one example of /ð/ and under column (2) write one example of /d/. Then call out words beginning with either of these two sounds, asking the students to call out the number of the column they belong to.

(1) /ð/	(2) /d/
then	den
those	doze
there	dare
though	dough
they	day

For further practice, the following phrases could be repeated:

The dentist
The desk
The doctor
The day
The difference

A 'sound square' can be a very useful device to contrast vowel sounds:

	1	2	3	4	5	6	7	8	9
/iy/	1. beat	Pete	deep	teen	keep	gear	seat	sheep	leap
/I/	2. bit	pit	dip	tin	kit	gift	sit	ship	lip
/ε/	3. bet	pet	debt	ten	kept	get	said	shed	let
/æ/	4. bat	pat	dad	tan	cat	gang	sand	shall	lamb
/ʌ/	5. but	putt	dud	ton	cut	gull	sun	shut	luck
/ɒ/	6. bought	pot	dot	talk	cot	got	sock	shock	long
/ow/	7. boat	pole	don't	tone	comb	goal	soap	show	load
/ʊ/	8. book	put	—	took	cook	good	soot	should	look
/uw/	9. boot	pool	doom	tool	cool	groom	soup	shoot	loot

A 'sound square' is also included in the Students' Workbook on the inside of the front cover.

MANIPULATION DRILLS

The Manipulation Drills which appear in almost every lesson are designed to give the students additional practice with difficult patterns. They should not be used before patterns have been introduced through Conversation Practices. They work most successfully either between conversations or at the very end of the lesson, as a review. The same drill can be practised again on successive days. There are various types of drills, e.g. substitution, addition, transformation. In all of these, only Step 3 is involved, with the teacher taking the part of A and the class or individual students taking the part of B.

Students' Workbook

Each lesson in the Students' Workbook contains:

- (i) a series of pictures with comprehension questions, based on the material presented in the Teacher's Book;
- (ii) a story or dialogue with comprehension questions, combining learned structures with a limited number of new ones.

HOW TO USE THE PICTURES

The Students' Workbooks should remain closed while the teacher is presenting the material contained in the Teacher's Book. Once that material has been practised sufficiently, have the students open their Workbooks and turn to the pictures and questions of that lesson. If possible, have the students cover the questions with a sheet of paper.

In Unit One, the teacher must first introduce the characters as they appear in the pictures, e.g. "This is Mr. Baker". Little else in the way of introduction is required in the initial lessons since the pictures have been made intentionally simple. However, as the material progresses and the pictures become more detailed, you may want to identify additional vocabulary items.

Before asking the printed questions accompanying each picture, the teacher can ask some general questions which draw upon the students' learned structures.

e.g. For Unit Two, Lesson 3, Picture 5, questions such as the following can be asked:

What's this? (pointing to a pot, a stove, a spoon, a frying pan, a ladle, a burner, etc.)

Where is the pot?

How many people are there in the picture?

Is Joe a cook?

Then ask the printed questions accompanying each picture. Alternate choral and individual responses until you are sure that each student can give the correct answers. Accept both complete and incomplete answers (e.g. "What's this?" "It's a pen" or "a pen").

The final step is to have the students write the complete answers in the spaces provided. You may want to have them do this before teaching the story, or you may want to wait until the whole Students' Workbook lesson has been practised orally before allowing them to write. Ask the students to use pencils in their Workbooks so that they can easily correct their mistakes.

Those students who are unfamiliar with the English alphabet (e.g. speakers of Greek, Arabic, Chinese) will need extra practice before they can write the answers to the questions. Make sure that these students know that the alphabet in its printed and script form appears at the beginning of the Students' Workbook. Have them practise naming and forming the indi-

vidual letters, and joining them to one another. Then write the answers on the blackboard and get these students to practise copying them. Another useful method is to provide these students with mimeographed sheets containing the printed questions from the Workbook on one side of the page and the answers written in oversize script on the other side of the page. Have the students read the printed questions and copy the script answers a few times before finally writing the answers into the spaces provided in the Workbook. In some cases, it is better to omit the written work altogether with students who have great difficulty writing. Such is the case with night-school students learning English only twice a week. Since such students often find writing too much of a burden in the initial stages, it is better to concentrate on oral work and then return to the writing at a later date.

Those students who are familiar with the English alphabet can simply write the answers in their Workbooks in class. At a later stage, the written answers can be assigned as homework exercises. Spelling and writing complete words or sentences give far more incentive to the student than writing row upon row of letters. This type of writing practice also serves as a reinforcement of oral practice.

HOW TO USE THE STORIES

The story or dialogue in each lesson serves a variety of purposes. It provides a framework both for the review of learned material and for the introduction of new material. Since each story incorporates structures already practised orally in the lesson, it serves to reinforce these structures. At the same time, since each story is accompanied by a picture it provides a new, non-classroom context for these learned structures. The accompanying pictures also provide an opportunity for introducing new vocabulary items.

Each story or dialogue should be used to practise all of the main language skills: listening for comprehension, speaking, reading and writing. The following is a sample approach to teaching a story:

- First use the picture to introduce the context of the story. If possible, have the students close their Workbooks and focus their attention on a poster or transparency of the picture. By asking a series of questions about the picture, familiarize the students with the objects and people in it, (e.g. “What’s this? What’s his name? Do you see a girl in the picture? What’s her name? Where is the telephone? What is Eva doing? How many books do you see in the picture?” etc.)
- Tell the story or read it aloud. Have the students listen with their books closed. Then tell it a second time, asking comprehension questions about each sentence.
- Have the students open their books and look at the story. Read it aloud, getting the class and individual students to repeat whole sentences and phrases. Although this is time consuming, it is an extremely valuable way of catching pronunciation errors and practising correct stress and intonation. You may want to put parts of the story on the blackboard, marking the stress and

intonation as the students read from the blackboard. This will allow you to practise difficult sounds individually and will also help point out how one sound can be spelled in various ways, (e.g. the sound / ε / as spelled in “friend, head, met”).

- Get individual students to read the story as a complete unit. If you are teaching a dialogue, assign roles to individual students and have them act it out.
- The comprehension questions which appear below the stories and dialogues are meant primarily to guide the teachers as they introduce the story. They can also be used for oral review and for writing practice.
- As a final step in teaching a story you can dictate the whole story or parts of it. Dictation is an important exercise for basic students. It reveals whether or not students can hear and distinguish sounds and word groups. It should not, however, be used with students who are still having difficulty forming the letters of the English alphabet. Such students (e.g. speakers of Greek, Arabic, Chinese) should first be given practice in simply copying the story — that is, transferring the printed letters into script — before undertaking dictation. You may also find it useful to dictate other familiar patterns, such as statements about the students themselves and the classroom, (e.g. “I am a student. I live in Canada. I go to school every day. My school is at ———”, etc.). Dictate only those patterns and vocabulary items which are familiar to the students.
- In more advanced units, you may find that the stories, dialogues and pictures can be used to spark classroom discussion.

REVIEW LESSONS

Lesson 6 of every unit is a review lesson. The content of the lesson is contained in the Students' Workbook; instructions on how to use it are in Lesson 6 of the Teacher's Book. Although the basic purpose of the lesson is review, new vocabulary items and occasionally a new structure, (e.g. Unit One — “What do you see in Picture 1?”), are introduced. The format of Lesson 6 varies from unit to unit. However, each one contains pictures, comprehension questions, written exercises and structure notes for the students.

Unit One – LESSON ONE

CONTENT

PATTERNS	VOCABULARY		
What's your/his/her (first) name? My/your/his (first) name is John. Her name is Mary. This is a boy. John, this is Mary. Is this my/your/his/her book? Is this/it Mr. Baker's book? Yes, it is. Yes, he is. No, it's not. (No, it isn't.) What's this? It's a book. It's an apple.	NOUNS	NUMBERS	EXPRESSIONS
	watch purse wallet book pen pencil chair desk name boy girl son	1 – 10 one – ten	Good morning afternoon evening How do you do?
		NAMES	ADJECTIVES first last family (name) full
		Mr. Baker Mrs. Baker Tommy Baker Miss Novak	

UNIT ONE — LESSON ONE

STRUCTURE NOTES

Verb “be”: The verb introduced in this lesson is the third person singular present of “be”. It is practised in the following patterns:

Verb: **BE**

	It	is	a book.	Statement
	My name	is	Mary.	
	Is	it/this	a book?	Yes/No Question
What	is	this? your name?		Question-word Question

Short Answers

Yes,	it	is.	Affirmative	
No,	it	is	not.	(No, it's not.) (No, it isn't.) Negative

It might be useful to present the shift from statement to question form in a visual manner, either by gesture (crossing of arms) or with a blackboard diagram, e.g. It is ____.


 Is it ____?

Note that contractions have been used in the Conversation Practices (e.g. What's, It's). This has been done so as to emphasize the use of contractions in speaking. In the charts, however, full forms have been written, for the sake of clarity. The Students' Book also contains full forms. The short negative answer “No, it is not” can be contracted in speech as either “No, it's not” or “No, it isn't”. Using both may confuse the students. In order to avoid errors such as “No, I amn't” (based on the analogy of “No, he isn't”), it is suggested that the second form “No, it's not” be drilled, with the other only presented as an alternative.

A/An: The indefinite article “a” is introduced. Make sure that the students use “a” before a consonant sound and “an” before a vowel sound, e.g. “It's a watch. It's an apple”.

Possessive Adjectives: The possessive adjectives “my, your, his, her” are introduced, but the only pronouns introduced are “it” and “he”. “He” first appears in the story in the Students' Workbook, in the answer “Yes, he is”.

Possessive of Names: The possessive forms of certain names are introduced (e.g. Mr. Baker's, Miss Novak's). Refer to the pronunciation hint in Conversation Practice 10 for details about the pronunciation of these possessives. In further lessons students will have to put a large number of names into the possessive form. As they say each one, point out whether the “s” is pronounced as /s/, /z/ or /əz/.

The spelling of the possessive ending “s” may also cause some confusion. Many students confuse the apostrophe of the possessive with the apostrophe used in contractions. Since the students will be reading and writing only full forms for the first two units, this problem may be avoided. If it does come up, however, make sure to explain the difference. Some students also confuse “s” with the regular “s” of noun plurals, tending to put an apostrophe before every final “s” they write.

UNIT ONE — LESSON ONE

SUGGESTIONS

Teaching Aids: Use classroom objects and other sources to teach simple vocabulary. For example: a store catalogue, a series of pictures, some items in a bag.

Instructions to the Students: Develop a set of simple commands for the Conversation Practices and use only one command for each desired action to avoid confusion. For example: “Listen”, “Repeat”, “Pick up your——”, “Put down your——”. These commands should be co-ordinated with specific gestures to aid comprehension. By the end of this lesson, students should have a passive knowledge of the following instructions: “Read, write, look at, point to, pick up, put down, open your book, close your book, turn to page —.”

Students' Workbook:

Numbers: The cardinal numbers from one to ten appear beside the pictures in the Students' Workbook. The students can thus learn to associate the sound, the symbol and its written form as a part of the exercise. Say: “Look at Picture 1”. Hold up one finger; then write the symbol and the word on the board; then ask the comprehension question next to the picture. In the first lesson, numbers one to ten are presented only for passive comprehension. Further work will be done in later lessons.

Reading: Lesson 1 in the Students' Workbook ends with a short reading passage. This passage contains some of the patterns previously presented, as well as some new words. The accompanying picture should help the students' comprehension. Note that “It is” is pronounced “It's” when reading aloud. A suggested procedure for teaching stories is presented in the Introduction.

Writing: Those students who are unfamiliar with the English alphabet will need some extra practice before they can write complete answers. A detailed description of a procedure for teaching writing (formation of letters and writing of complete sentences) appears in the Introduction.

Introduce the letters of the alphabet in groups of rhyming letters, e.g., i y / b c d p t v / a h j k / l m n s x z.

CONVERSATION PRACTICES

1.

Begin by introducing yourself to the class.

EXAMPLE: **GOOD MORNING. I'M MR./MRS./MISS —.**

Write your name on the blackboard, repeating it a few times as you write it. Do Steps 3 and 4.

A. GOOD MORNING. (AFTERNOON, EVENING)

B. GOOD MORNING.

Pronunciation Hint: The final “-ng” is a special sound / ŋ / as in “sing, bring”, etc. The final “g” is not pronounced.

UNIT ONE — LESSON ONE

2.

Use Practice 2 to ask every student his name and to have students ask one another's names. Have them ask you your name too. Do Steps 1-4.

- A. MY NAME IS A.
 WHAT'S YOUR NAME?
B. MY NAME IS B.**

Pronunciation Hint: Point out the pronunciation of the contracted form "what's", emphasizing the final /ts/ sound. You may want to write the full form "what is" on the blackboard. Some students might need drilling of /w/ as opposed to /v/.

3.

Do Steps 1-4. You may want to use a handshake as the appropriate gesture with "How do you do?" An alternate expression might be: "Hello".

- A. B, THIS IS C .
B. HOW DO YOU DO, C ?
C. HOW DO YOU DO?**

4.

Do Steps 3 and 4. Practice 4 is a combination of Practices 1, 2 and 3, and gets the students to use these patterns in a conversational manner among themselves. To achieve this, move from choral repetition of the entire set to exchange among the students themselves in the form of a chain.

- A. GOOD MORNING.
B. GOOD MORNING.
A. WHAT'S YOUR NAME?
B. MY NAME IS B .
A. WHAT'S YOUR NAME?
C. MY NAME IS C .
A. B THIS IS C .
B. HOW DO YOU DO, C ?
C. HOW DO YOU DO?**

5.

Do Steps 1-4. For Practice 5 point to one student while asking the question of another. Give the correct response yourself first.

- A. WHAT'S HIS NAME?
B. HIS NAME IS C .
A. WHAT'S HER NAME?
B. HER NAME IS D .**

Pronunciation Hint: Students often have difficulty distinguishing between "your" and "her" in rapid speech. When these words are not stressed, their pronunciation is very similar.

"What's your name?" /yər/

"What's her name?" /hər/ or /ər/

Set up a listening drill using these two sentences. Number them and ask the students which possessive you are saying.

UNIT ONE — LESSON ONE

6.

Do Steps 1-4. For Practice 6 you may find it best to divide the class into groups of four students, shifting from one group to another to keep the students' attention.

- A. WHAT'S HIS NAME?
- B. HIS NAME IS C .
- A. WHAT'S HER NAME?
- B. HER NAME IS D .
- A. C, THIS IS D .
- C. HOW DO YOU DO, D?
- D. HOW DO YOU DO?

7.

In order to ensure comprehension, use all of the noun substitutes in Practice 7 before proceeding to 8. Do Steps 1-4.

- A. WHAT'S THIS?
- B. IT'S A BOOK.
 - PEN
 - PENCIL
 - CHAIR
 - DESK
 - WATCH
 - PURSE
 - WALLET

Pronunciation Hint: Students often substitute /d/ or /z/ for the / ð / sound in "this". Show how these sounds are made and contrast them in drills to aid students in hearing the difference.

8.

To elicit a "yes" response, indicate your own book. To elicit a "no" response, pick up someone else's book. Continue with the other noun substitutes. Do Steps 1-4.

- A. IS THIS MY BOOK?
- B. YES, IT IS
 - or
 - NO, IT'S NOT.

9.

To elicit a "yes" response, indicate B's book. To elicit a "no" response, indicate someone else's book. Continue with other noun substitutes. Do Steps 1-4.

- A. IS THIS YOUR BOOK, B?
- B. YES, IT IS
 - or
 - NO, IT'S NOT.

UNIT ONE – LESSON ONE

10.

For Practice 10 walk around the classroom, touching various students' books, pointing to the owners and addressing your question to the rest of the class. Mix proper names and possessive pronouns. Carry out Steps 1-4 with "book" and then continue with other noun substitutes.

A. IS THIS ____'S BOOK?

**HIS
HER**

B. YES, IT IS.

Pronunciation Hint: Correct any errors in the pronunciation of names in the possessive. Note that the possessive "'s" is pronounced in one of three ways:

as /s/ e.g. Miss Novak's, after voiceless consonants,

as /z/ e.g. Peter's, Sheila's, after voiced consonants and vowels,

as /əz/ e.g. Mirkovich's, after sibilants / č š j s z /

11.

Once the class names are familiar to all the students, Practice 11 can be carried out to elicit a "no" response. To do this, pick up objects belonging to someone other than the person indicated in the question. If the class is very large, it might be better to leave out this practice, since the students will not yet be familiar with one another's names.

A. IS THIS ____'S BOOK?

**HIS
HER**

B. NO, IT'S NOT.

Pronunciation Hint: Point out the /h/ sound of "his", contrasting it with "is".

12.

Practice 12 contains a series of patterns introduced in this lesson. Omit Steps 1 and 2. For Step 3 get the whole class or one individual to answer the series of questions; then direct each question to a different student in the class. If the class has a good grasp of the series, let them ask the questions (Step 4). Make sure that you use all of the noun substitutes. Note that "this" becomes "it" when preceded by "What's this?"

A. WHAT'S THIS? (Pick up B's pen.)

B. IT'S A PEN.

A. IS IT MY PEN?

B. NO, IT'S NOT.

A. IS IT YOUR PEN?

B. YES, IT IS.

A. IS IT IVAN'S PEN?

B. NO, IT'S NOT.

MANIPULATION DRILLS

1.

This is a substitution drill for practising the pronunciation and placement of both the possessive adjectives (my, your, his, her) and the possessive form of names (e.g. Mr. Baker's, Miss Novak's, Tommy's, Ivan's, Mirkovitch's, etc.). Use the students' own names.

Do Step 3 only. A is the teacher and B is the whole class or a series of individual students. Be sure not to put the main stress on the possessives.

A. WHAT'S YOUR NAME?

B. WHAT'S YOUR NAME?

A. HIS

B. WHAT'S HIS NAME?

A. HER

B. WHAT'S HER NAME?

A. MY

B. WHAT'S MY NAME?

Continue with:

A. IS THIS YOUR BOOK?

MY

HIS

HER

A. IS THIS MR. BAKER'S BOOK?

MISS NOVAK'S

TOMMY'S

IVAN'S

MARY'S

MARK'S

MIRKOVITCH'S

etc.

2.

Do Step 3 only. A is the teacher and B is the whole class or a series of individual students. In this drill the teacher says the answer and provides the students with the question word for forming the corresponding question. Continue with other possessive adjectives and possessive forms of names.

A. MY NAME IS _____. WHAT'S

B. WHAT'S YOUR NAME?

A. IT'S A PEN. WHAT'S

B. WHAT'S THIS?

A. YES, IT'S MY PEN. IS THIS

B. IS THIS YOUR PEN?

A. NO, IT'S NOT HIS WATCH. IS THIS

B. IS THIS HIS WATCH?

A. YES, IT'S MR. BAKER'S PEN. IS THIS

B. IS THIS MR. BAKER'S PEN?

UNIT ONE — LESSON ONE

3.

Do Step 3 only. In this drill the students are asked to replace the possessive form of a name with either "his" or "her". That is, they must be able to identify a name as being either masculine or feminine. Use both students' names and common English names. Substitute other nouns in place of "wallet" and "purse".

A. IS THIS MR. BAKER'S WALLET?

B. IS THIS HIS WALLET?

A. IS THIS MISS NOVAK'S PURSE?

B. IS THIS HER PURSE?

etc.

Unit One – LESSON TWO

CONTENT

PATTERNS	VOCABULARY		
This is a/my book. What are these? They're books. rings matches Whose book is this/it? It's my/your/his/her/book. It's John's book. It's our classroom. It's their car. Tommy is in the car. Spell your name, please.	NOUNS		EXPRESSIONS
	notebook ring cigarette door window blackboard car	classroom match hat tie	Excuse me. How are you today? Fine, thanks.

UNIT ONE — LESSON TWO

STRUCTURE NOTES

Verb “be”: A new form of the verb “be” is introduced in this lesson — “are”. It is used here with the third person plural pronoun “they” and the demonstrative pronoun “these” in the following patterns: (Note that the yes/no question has been reserved for Unit I, Lesson 3.) “They are” is pronounced “they’re” / ðeɪr/.

Verb: **BE**

	They	are	books.	Statement
What	are	these?		Question-word Question

Plural of Nouns: The regular plural form of nouns is introduced. Note that the spelling of the regular plural is “s” or “es”. For a detailed description of the pronunciation of the noun plural, refer to Conversation Practice 5 of this lesson. Point out that the pronunciation of the plural “s - es” and the possessive “’s” follow the same rules.

Possessive Adjectives: Two new possessive adjectives are introduced — “their” and “our”. “Their” is first introduced in the story in the sentence “It is their car.” “Our”, which has more limited use, is practised only in the classroom with words like “classroom” and “school” at this point.

Whose: A new question word — “whose” — is introduced in this lesson. Make sure that the students pronounce the “s” as /z/. You may want to explain the use of “whose” in a chart of this type:

Verb: **BE**

	It	is	John’s/my	book.	Statement
	Is	it/this	John’s/my	book?	Yes/No Question
Whose book	is	it/this?			Question-word Question

SUGGESTIONS

Teaching Aids: Use classroom objects and other sources (pictures, a catalogue) as an aid in teaching new vocabulary items. You may find it useful to make blackboard drawings of certain objects.

Instructions to the Students: In Lesson 1 the students were introduced to a number of commands and accompanying gestures. Continue using these instructions, paying special attention to “listen”, “repeat”, and “all together”, which are vital to the correct drilling of the Conversation Practices. You will also find it useful to introduce the command “Ask —”, in carrying out Step 4 of the Practices. At this point the students are expected to have only a passive knowledge of instructions such as “read, write, pick up, put down, open, close”, etc. At a later stage, the same verbs will be introduced for active production in the Conversation Practices themselves.

Alphabet: Put the letters of the alphabet on the blackboard and ask students to spell their names, using the instruction, “Spell your name, please”.

UNIT ONE — LESSON TWO

Games:

What's This? — What are These?

Have the students come to the front and ask other students to identify objects in the room. Encourage them to also ask about objects for which they do not know the names, in their pockets or purses, etc. There is no need to be concerned about the number of new words introduced. The purpose will be fulfilled if questions are being asked to request information, not just to complete an exercise.

Point and Say

Divide the class into groups. Touch or point to an item, or a group of items, and ask, "What's this?" or "What are these?" The teams take turns answering. If one person misses, a person from the opposite team can attempt the answer in order to gain a point for his team. This game can be used often during Unit One, as new vocabulary will be added to each lesson.

CONVERSATION PRACTICES

1.

Do Steps 1-4.

A. GOOD MORNING.

B. GOOD MORNING.

A. HOW ARE YOU TODAY?

B. FINE, THANKS.

Pronunciation Hint: Students often substitute /t/ and /s/ for the /θ/ sound of "thanks". Show how these sounds are made and contrast them with drills to aid students in hearing the difference.

2.

Practice 2 is a review of structures introduced in Lesson 1. Do Steps 3 and 4.

This is a good point for reviewing the alphabet. Introduce "Spell your name, please".

A. WHAT'S YOUR NAME?

HIS

HER

B. MY NAME IS ____.

HIS

HER

3.

Do Steps 1-4.

A. IS YOUR NAME ____ ?

HIS

HER

B. YES, IT IS/NO, IT'S NOT.

UNIT ONE — LESSON TWO

4.

Start Practice 4 with a review of the learned vocabulary items and then introduce the new ones. The last three items should not be used when drilling the possessives. Do Steps 3 and 4. Use pictures if necessary.

A. WHAT'S THIS?

**B. IT'S A BOOK/PEN/NOTEBOOK/CIGARETTE/
RING/TIE/DOOR/WINDOW/BLACKBOARD/MATCH.**

5.

This Practice introduces the plural form of nouns. Use only those nouns which the students are already familiar with in singular form. Do Steps 1-4. Then mix Practice 4 with Practice 5.

A. WHAT ARE THESE?

B. THEY'RE BOOKS.

CIGARETTES

NOTEBOOKS

HATS

RINGS

WINDOWS

TIES

WATCHES

MATCHES

Pronunciation Hint: Note that the noun plural "s" is pronounced in one of three ways:

as /s/ after voiceless consonants, e.g. "books"

as /z/ after voiced consonants and vowels, e.g. "rings, ties"

as /əz/ after sibilants /č š ʒ z/, e.g. "watches"

The pronunciation of the noun plural "s" corresponds with the pronunciation of the possessive "'s" (see Unit One, Lesson 1, Practice 10).

In contrasting the two questions of Practices 4 and 5 make sure that the stress is put on "this" and "these" and that contractions are used.

e.g. What's this? /wʌts ðɪs/

What are these? /wʌt ər ðiːz/

6.

Walk around the room, touching various objects as you make these statements. Repeat each statement to make sure that the students understand it. Do Steps 1 and 2 only.

THIS IS MY BOOK.

THIS IS YOUR DESK, JOHN.

THIS IS PETER'S PEN. IT'S HIS PEN.

THIS IS MARY'S CHAIR. IT'S HER CHAIR.

THIS IS OUR CLASSROOM.

THIS IS MY NOTEBOOK.

THIS IS YOUR PENCIL, PETER.

etc.

UNIT ONE — LESSON TWO

7.

Do Steps 1-4 to practise the formation of yes/no questions with the verb "be" and their accompanying answers. Note the distinction between the initial question using "this" and the second question using "it". For Line 1 make sure you touch or pick up the object in question. Continue with other noun substitutes. Use students' own names.

A. IS THIS MY/YOUR/PETER'S/MARIA'S CHAIR?

**RING
WATCH
etc.**

B. YES, IT IS.

A. IS IT ____'S CHAIR?

**RING
WATCH
etc.**

B. NO, IT'S NOT.

Pronunciation Hint: The main stress in Lines 1 and 3 falls on the possessive adjective or possessive form of the name, e.g. Is this my desk?

John's desk?

Is it Ivan's desk?

8.

Do Steps 1-4. For Step 1, pick up your own book and ask the question. Then change positions and answer your own question. For Step 4 work with pairs of students. Get A to pick up his own book and indicate that he is to ask the question. Point to B for the answer. Practise this exchange with a number of students. Then start a chain drill.

A. WHOSE BOOK IS THIS?

B. IT'S YOUR BOOK.

9.

Do Steps 1-4. Follow the same steps as in Practice 8, only this time pick up a student's book as you ask the question. For Step 4 have A pick up B's book.

A. WHOSE BOOK IS THIS?

B. IT'S MY BOOK.

10.

Do Steps 1-4. For Step 3 walk around the classroom, picking up items belonging to various students. For Step 4 have students do the same. You may have to introduce the Practice with "What's your name?" if students are not yet familiar with one another's names. At some point in Practice 10 ask the question, "Whose classroom/school is this?" and cue the answer, "It's our classroom/school." Practise this but concentrate on "his/her".

A. WHOSE BOOK IS THIS?

B. IT'S ____'S BOOK.

**HIS
HER**

Repeat 8, 9 and 10 with all of the noun substitutes.

UNIT ONE — LESSON TWO

11.

Do Steps 1-4.

- A. WHAT'S THIS?
- B. IT'S A CHAIR.
- A. IS IT ____'S CHAIR?
- B. YES, IT IS/NO, IT'S NOT.
- A. WHOSE CHAIR ÍS IT?
- B. IT'S ____'S CHAIR.

Pronunciation Hint: Note the stress on "is" in the fifth line of the Practice.

12.

Do Steps 1-4.

- A. EXCUSE ME, B.
- B. YES?
- A. IS THIS YOUR BOOK?
- B. NO, IT ISN'T.
- A. WHOSE BOOK ÍS IT?
- B. IT'S ____'S BOOK.

MANIPULATION DRILLS

1.

Do Step 3 only. A is the whole class or a series of individual students. Continue with a variety of possessive adjectives, noun substitutes and names.

- A. IT'S MY BOOK. HIS
- B. IT'S HIS BOOK.
- A. OUR
- B. IT'S OUR BOOK.
- A. DESK
- B. IT'S OUR DESK.
- A. SCHOOL
- B. IT'S OUR SCHOOL.
- A. MARIA'S
- B. IT'S MARIA'S SCHOOL.
- A. CHAIR
- B. IT'S MARIA'S CHAIR.
- etc.

UNIT ONE — LESSON TWO

2.

Do Step 3 only. Continue with other noun substitutes.

- | | |
|---|---|
| <p>A. IT'S NOT YÓUR WALLET. HER</p> <p>A. IT'S NOT HÉR PEN. YOUR</p> <p>A. IT'S NOT HÍS CHAIR. HER</p> | <p>B. IT'S NOT YÓUR WALLET. IT'S HÉR WALLET.</p> <p>B. IT'S NOT HÉR PEN. IT'S YÓUR PEN.</p> <p>B. IT'S NOT HÍS CHAIR. IT'S HÉR CHAIR.</p> |
|---|---|

Pronunciation Hint: In this particular drill the possessive adjectives receive the main stress in the sentence. As a result "your" and "her" are more easily distinguishable than in sentences such as "This is your/her wallet, not your purse", where the noun receives the stress. Set up a listening drill to help the students distinguish between "your" and "her" in both stressed and unstressed positions. Ask the students to call out the number you are saying, e.g.

- | | |
|-----------------------|----------------------|
| (1) It's your wáppet. | (2) It's her wáppet. |
| (1) It's yóur wallet. | (2) It's hér wallet. |

3.

This manipulation drill requires the students to change a complete sentence from the singular to the plural. Do Step 3 only. A is the teacher and B is the whole class or a series of individual students. Continue with as many noun substitutes as the students are familiar with, making sure to practise all three pronunciations of "s" — /s, z, əz/.

- | | |
|-------------------|---------------------|
| A. IT'S A DESK. | B. THEY'RE DESKS. |
| A. IT'S A CHAIR. | B. THEY'RE CHAIRS. |
| A. IT'S A WINDOW. | B. THEY'RE WINDOWS. |
| A. IT'S A WATCH. | B. THEY'RE WATCHES. |

4.

Do Step 3 only. A (the teacher) says the answer and provides the students (B) with the question word for forming the corresponding question. Drill the questions both chorally and individually. Substitute a variety of names and nouns.

- | | |
|---|--------------------------------------|
| A. IT'S A CÁR . WHAT'S | B. WHAT'S THIS? |
| A. YES, IT'S _____ 'S PEN. IS THIS | B. IS THIS _____ 'S PEN? |
| A. NO, IT'S NOT HÉR RING. IS THIS | B. IS THIS HÉR RING? |
| A. IT'S MÝ WATCH. WHOSE | B. WHOSE WÁTCH IS THIS/IT? |
| A. THEY'RE CÍGARETTES . WHAT | B. WHAT ARE THÉSE /THEY? |
| A. IT'S _____ 'S NOTEBOOK. WHOSE | B. WHOSE NOTÉBOOK IS THIS/IT? |

NOTES

Unit One – LESSON THREE

CONTENT

PATTERNS		VOCABULARY	
Does he/she live at ____? Yes, he/she does. No, he/she doesn't. Whose is it? It's Mr. Baker's. Are they my books? No, they're not. Yes, they are. Whose (pens) are they? They're ____'s (pens).	NOUNS	NUMBERS	EXPRESSIONS
	address telephone number street avenue house neighbour	11-19 eleven to nineteen 20-100	Hello Fine, thanks, and you?
	VERB		
	live		

UNIT ONE — LESSON THREE

STRUCTURE NOTES

Verb “be”: Practice with the verb “be” is continued. The yes/no question pattern with “are” is introduced, as is the question-word pattern with “are” and the short affirmative and negative answers.

Verb: **BE**

	They	are	my books.	Statement
	Are	they	my books?	Yes/No Question
Whose books	are	they?		Question-word Question

Short Answers

Yes,	they	are.			Affirmative
No,	they	are	not.	(No, they're not.)	Negative

“She”: The pronoun “she” is presented here for the first time (see Practice 14).

“At”: The preposition “at” is introduced with addresses, e.g. “He lives at 1531 Wilson Street.” Note that “at” is used only when street numbers are mentioned.

Possession: Note that in Practices 2 and 4 the students learn to express possession in two ways, e.g. “It’s George’s chair” or “It’s George’s”. “They’re Peter’s pens” or “They’re Peter’s”.

Make sure that the students learn to use the shorter form (without the noun) as well as the longer one.

Habitual Tense: This lesson introduces the Habitual Tense. It is presented with the verb “live” in the third person singular in the following patterns:

Verb: **LIVE** — Habitual Tense

Does	he/she	live	at 1531 Wilson Street?	Yes/No Question
------	--------	------	------------------------	-----------------

Short Answers

Yes,	he/she	does.			Affirmative
No,	he/she	does	not.	(No, he doesn't.)	Negative

The term “Habitual” is used so as to emphasize the use of this tense for habitual actions or states, and so as to contrast it with the Present Continuous Tense, which indicates action at the moment of speech, e.g. “I eat breakfast every day” vs “I’m eating breakfast now”. There are, of course, certain verbs which occur in the Habitual Tense but do not indicate habitual action. These are mainly the verbs of perception, e.g. “I see it. I hear you. I feel good. I think so.” Note that Practice 15 contrasts the two types of short answers learned up to this point — with “be” and with “does”.

UNIT ONE — LESSON THREE

SUGGESTIONS

Teaching Aids: Flash cards with the symbols for numbers 1-100.

Instructions to Students: The new commands in this lesson are: "count, add, ask".

Numbers: The time spent on practising numbers depends largely upon the level of the class. Omit them if the class is familiar with numbers 1 to 100. Do make sure that the students see and hear "a hundred", noting the lack of a plural marker on the word "hundred".

Ask the students to write the symbols for numbers, as you call them out.

Drill numbers with flash cards. As each number is flashed in front of the students, have them call it out.

Ask the students to count from one particular number to another. For example, "Count from 18 to 27".

Dictate lists of numbers in tens, hundreds and units, e.g. 5/6//56/560, etc.

Ask the students to add numbers together. For example, "What's two plus two?" — "It's four."

Combine an action chain with a number drill. For example:

Teacher to one student:	Get up, please. Go to the blackboard, please. Write fifty-seven on the blackboard.
Teacher to class:	What's the number?
Class:	It's fifty-seven.
Teacher to class:	Is it seventy-five?
Class:	No, it isn't.

Insist on the students saying telephone numbers and addresses with the correct intonation and stress (as described in the pronunciation hints for Practice 6 and Practice 12).

Ask the students to give you other important numbers. For example: car license numbers, bank account numbers, social insurance, health insurance.

Games:

Buzz

Pick a number from one to ten; e.g. two. Have the students count, omitting that number and any of its multiples, replacing it with "Buzz", e.g. One buzz, three buzz, five buzz, etc. . . . The object of the game is to count as far as you can without saying that number or any of its multiples.

What's Missing?

Recite a list of numbers, omitting one of them. Then ask "What's missing?"

CONVERSATION PRACTICES

1.

Do Steps 1-4.

A. HELLO.

B. HELLO.

A. HOW ARE YOU TODAY?

B. FINE THANKS, AND YOU?

A. FINE, THANKS.

UNIT ONE — LESSON THREE

2.

First do Step 3, directing the questions to a number of different students in rapid succession. For Step 4, have the students select their own items. Note that the short form of the possessive should be introduced here — "It's John's" as an answer to "Whose is it?"

A. WHAT'S THIS?

B. IT'S A CHAIR.

A. IS IT ____'S CHAIR?

B. YES, IT IS/NO, IT'S NOT.

A. WHOSE IS IT?

B. IT'S ____'S.

Pronunciation Hint: Emphasize again that the " 's" possessive on names is pronounced either /s/, /z/ or /əz/, depending on the last sound of the name. For example:

Peter's, Eva's, John's	/z/
Mark's, Pat's	/s/
George's	/əz/

3.

Do Steps 1-4. Continue with other noun substitutes in place of "books". If you find that students confuse the possessive "'s" and the plural "s", write the fifth line on the blackboard. Point out the use of the apostrophe for possessive.

A. WHAT ARE THESE?

B. THEY'RE BOOKS.

A. ARE THEY MY BOOKS, etc.? (Pick up someone else's books.)

B. NO, THEY'RE NOT.

A. ARE THEY ____'S BOOKS?

B. YES, THEY ARE.

4.

Do Steps 1-4. Continue with other noun substitutes in place of "pens". As A asks the question in the first line, he picks up or touches the objects in question. Have the students practise the question and answer both with and without the noun.

A. WHOSE (PENS) ARE THESE?

B. THEY'RE ____'S (PENS).

5.

Do Steps 1 and 2 only. Write the symbols for numbers 1-10 on the blackboard. Repeat them chorally several times. Then erase the numbers. Hold up first one finger, then two, etc., asking the class to call out the appropriate number. As the numbers are called out, put them on the blackboard in words and figures.

1 ONE
2 TWO
3 THREE
 etc.

UNIT ONE — LESSON THREE

6.

Do Steps 1 and 2 only. Put the following telephone number on the blackboard (and hope that it does not belong to one of your students). Get the students to practise saying the number both chorally and individually.

789-5023

THIS IS MR. BAKER'S TELEPHONE NUMBER.

Pronunciation Hint: Zero should be pronounced /ow/. Teach the correct intonation and stress of telephone numbers. For example:

seven eight nine five two three

7.

Do Steps 1-3. Repeat the telephone number of Practice 6. Point to it and ask:

A. IS THIS YOUR/MY/____'S TELEPHONE NUMBER?

B. NO, IT ISN'T.

A. WHOSE TELEPHONE NUMBER IS IT?

B. IT'S MR. BAKER'S.

8.

Do Steps 1-4. Develop into a chain.

A. WHAT'S YOUR TELEPHONE NUMBER?

B. IT'S ____.

9.

Do Steps 1 and 2 only. Introduce numbers 11-19 by simple addition. Start by saying "Ten plus one is eleven" and then write "eleven". Get the students to repeat each number as you write it.

10 + 1 is 11	ELEVEN
10 + 2 is 12	TWELVE
10 + 3 is 13	THIRTEEN
10 + 4 is 14	FOURTEEN
etc.	

Pronunciation Hint: For numbers thirteen to nineteen, there is equal stress on both syllables. In counting, however, the first syllable is stressed. Extra practice will be needed in teaching the sound / θ /. Students often pronounce it as /t/ or /s/. Set up a listening and repetition drill contrasting / θ / with /s/ and /t/, using words such as "thin, tin, sin, thick, sick, tick" etc.

10.

Introduce numbers 20-100 as in Practice 9, by addition. Do Steps 1 and 2 only.

20 + 1 is 21	TWENTY-ONE
30 + 1 is 31	THIRTY-ONE
40 + 4 is 44	FORTY-FOUR
etc.	

Pronunciation Hint: Note that the stress in these numbers falls on the unit numbers. For example: twenty-one, thirty-one, forty-four, fifty-seven, etc.

UNIT ONE — LESSON THREE

11.

Do Steps 1 and 2. Contrast the numbers introduced in Practices 9 and 10. Say them in pairs, and write them on the blackboard in words and figures.

13, 30	THIRTEEN, THIRTY
14, 40	FOURTEEN, FORTY
15, 50	FIFTEEN, FIFTY
16, 60	SIXTEEN, SIXTY
17, 70	SEVENTEEN, SEVENTY
18, 80	EIGHTEEN, EIGHTY
19, 90	NINETEEN, NINETY

Pronunciation Hint: Point out that the teen numbers are stressed on both syllables, whereas the tens are stressed on the first syllable only. For example: thirteen, thirty. You may also note that, as a result of this stress difference, the "t" in the teen numbers is pronounced /t/, whereas the "t" in the tens is usually pronounced /d/.

12.

Do Steps 1 and 2 only. As you say the following, write the address on the blackboard.

**THIS IS MR. BAKER'S ADDRESS
1531 WILSON STREET**

Pronunciation Hint: Teach the correct stress and intonation pattern with addresses:

fifteen | thirty-one | Wilson Street ↘

Point out that street numbers are usually given in tens (as above), but can also be said in units. For example, "One, five, three, one".

13.

Do Steps 1-4. Point to the address on the blackboard (1531 Wilson Street). For Step 4, have a student come to the blackboard to ask the questions.

- A. IS THIS YOUR/MY/____'S ADDRESS?**
- B. NO, IT ISN'T.**
- A. WHOSE (ADDRESS) IS IT?**
- B. IT'S MR. BAKER'S (ADDRESS).**

14.

Do Steps 1-3. Practice 14 introduces the Habitual Tense. The first pattern to be taught in this tense is the yes/no question with the third person singular "he" and "she". Students will need a great deal of practice in saying "Does he/she live", "Yes, he/she does" and "No, he/she doesn't". Continue with "Mrs. Baker", using "she" in the rest of the Practice.

- A. WHAT'S MR. BAKER'S ADDRESS?**
- B. IT'S 1531 WILSON STREET.**
- A. DOES HE LIVE AT 1531 WILSON STREET?**
- B. YES, HE DOES.**
- A. DOES HE LIVE AT 2 WILSON STREET?**
- B. NO, HE DOESN'T.**

Pronunciation Hint: Drill the correct stress and intonation pattern of the address, as outlined in Practice 12.

UNIT ONE — LESSON THREE

15.

Do Steps 1-4. Write Mr. Baker's address on the blackboard again. Do Steps 1-3 first, making sure that the students have mastered the difference between "Yes, it is" and "Yes, he/she does" before continuing with Step 4.

A. IS THIS MR./MRS. BAKER'S ADDRESS?

B. YES, IT IS.

A. DOES HE/SHE LIVE AT 1531 WILSON STREET?

B. YES, HE/SHE DOES.

MANIPULATION DRILLS

1.

Do Step 3 only. Substitute all the possessive adjectives, as well as the possessive forms of names.

A. WHAT'S YOUR ADDRESS? HER

B. WHAT'S HER ADDRESS?

A. HIS

B. WHAT'S HIS ADDRESS?

A. MY/THEIR/OUR/____'S

2.

Do Step 3 only. Continue with other names and addresses.

A. DOES HE LIVE AT 12 MARKET STREET? SHE

B. DOES SHE LIVE AT 12 MARKET STREET?

A. MR. BAKER

B. DOES MR. BAKER LIVE AT 12 MARKET STREET?

A. MRS. BAKER/EVA/PETER, etc.

3.

Do Step 3 only. A (the teacher) says the answer and provides the students with the question word for forming the corresponding question. Drill the questions both chorally and individually. Substitute a variety of nouns and possessive adjectives.

A. IT'S A HOUSE. WHAT'S

B. WHAT'S THIS? ,

A. THEY'RE PENS. WHAT

B. WHAT ARE THESE/THEY?

**A. NO, THEY'RE NOT ____'S BOOKS.
ARE THEY**

B. ARE THEY ____'S BOOKS?

A. IT'S MY ADDRESS. WHOSE

B. WHOSE ADDRESS IS THIS/IT?

A. THEY'RE ____'S MATCHES. WHOSE

B. WHOSE MATCHES ARE THESE/THEY?

A. IT'S 1531 WILSON STREET. WHAT'S

B. WHAT'S HIS ADDRESS?

A. IT'S 735-1111. WHAT'S

B. WHAT'S HIS PHONE NUMBER?

NOTES

Unit One — LESSON FOUR

CONTENT

PATTERNS	VOCABULARY	
Do you/they live at ____? Yes, I/they/we do. No, I/they/we don't. Where do you/they live? I/they/we live at ____. Where does he/she live? He/she lives at ____. Where are you/they from? Where is he/she from? I'm from Greece (too). He's from Greece (too). She's from Greece (too). We're from Greece (too). They're from Greece (too).	NOUNS	EXPRESSIONS
	Names of Countries: Spain India France Greece Brazil Italy etc. <u>boots</u> gloves	please thank you you're welcome
		PREPOSITION in (+ place name)

UNIT ONE — LESSON FOUR

STRUCTURE NOTES

Personal Pronouns with “Be”: The verb “be” is practised with all of the personal pronouns in the following two patterns. The yes/no question pattern is reserved for Lesson 5.

Verb: **BE**

	I He/She We/They	am is are	from from from	Greece. Greece. Greece.	Statement
Where	are	they	from?		Question-word Question

Explain the references for “they” and “we”. For example:

John and Paul
John and Ann
John and she
John and he
Mary and Ann
Mary and she

} = *They*

John and I
Ann and I

} = *We*

Although only full forms are used in the Students’ Workbook, it is nevertheless important to show students how the personal pronouns with “be” are contracted in writing by using an apostrophe, e.g. “I’m, you’re, he’s, she’s, we’re, they’re”. This will serve to emphasize that in speaking we almost always contract the “be”. At this point the students may still be confused about the use of the apostrophe. Review its use for possession (e.g. John’s book) and for contractions (e.g. he’s I’m).

In: The use of the preposition “in” with place names is introduced. Make sure to contrast it with the use of “at” with street numbers.

e.g. *He lives at 1531 Wilson Street.*
He lives in Toronto.

Habitual Tense: The statement pattern and the question-word pattern of “live” in the Habitual Tense are introduced. The verb is practised in all persons.

Verb: **LIVE** — Habitual Tense

		I He	live lives	at at	1531 Wilson Street. 1531 Wilson Street.	Statement
	Do Does	you he	live live	at at	1531 Wilson Street? 1531 Wilson Street?	Yes/No Question
Where Where	do does	you he	live? live?			Question-word Question

Short Answers

Yes, I do.	Affirmative
No, I don’t.	Negative

UNIT ONE — LESSON FOUR

“Be” vs. “Live”: It may be necessary to review the difference between “be” and all other verbs in the Habitual Tense. This can best be done in chart form. Point out that with “be” the noun (or pronoun) and verb exchange places to form a question, whereas with other verbs there is no position change, but “do” is inserted.

“Be”	Where	I are	am you	from from?	Greece.
“Live”	Where do	I you	live live?	in	Toronto.

SUGGESTIONS

Teaching Aids: Map of the world on the classroom wall; mimeographed copies of a world map for students.

Instructions to Students: The sample application form in the Students’ Workbook requires the command “Fill in the application form”.

“Where are you from?”: A map of the world in the classroom is useful when asking the question “Where are you from?” You might also want to distribute mimeographed copies of a world map and have students write in the English names for countries. Mention a few of the major cities of the world too, since the English names for cities often differ from their names in other languages. Name a city or country and ask students “How do you spell _____?”

Dictation: Dictate small stories to the class, incorporating structures learned up to this point. Dictate lists of questions and then have students answer them in written form on the right side of their pages. Group questions structurally.

*e.g. What’s your name/address/phone number?
Do you live in Canada/Does — live in Canada?
Where do you live/do I live?*

Game: Cities and Countries

Form two teams. One team calls out the name of a city and the other side must give the name of the country in which it is located. Insist on the correct English names for countries in this game. A list of major countries could be written on the board as an aid to the students. Team A: “Where is Paris?” Team B: “It’s in France”.

CONVERSATION PRACTICES

1.

Do Steps 1-3. Direct the questions to one student at a time so as to simulate an interview situation. Then direct each question to a different student, in quick succession.

- A. GOOD MORNING.
- B. GOOD MORNING.
- A. WHAT’S YOUR NAME, PLEASE?
- B. IT’S —.
- A. WHAT’S YOUR TELEPHONE NUMBER?
- B. IT’S —.
- A. WHAT’S YOUR ADDRESS?
- B. IT’S —.
- A. THANK YOU.
- B. YOU’RE WELCOME.

UNIT ONE — LESSON FOUR

Pronunciation Hint: The pronunciation of “your” and “you’re” is often the same. Both can be pronounced /yər/ in unstressed positions, e.g. “What’s your address?” and “You’re welcome.” Both become /yor/ when they are stressed, e.g. “Mý name is Smith, what’s yóur name?”, “Yóu’re going, why can’t I?”

2.

Do Steps 1-3. Write B’s address on the blackboard as he answers the first question. In order to produce a negative answer in Line 6, you will have to make up a fictitious address in Line 5.

- A to B: WHAT’S YOUR ADDRESS, B?**
B. IT’S ____.
A to C: DOES HE/SHE/B LIVE AT ____?
C. YES, HE/SHE DOES.
A to C: DOES HE/SHE/B LIVE AT ____?
C. NO, HE/SHE DOESN’T.

3.

Do Steps 1-4. Write Mr. Baker’s address on the blackboard. Repeat Lines 3 and 4 as often as necessary. Continue with other addresses, e.g. Eva’s, Peter’s.

- A. IS THIS MR./MRS. BAKER’S ADDRESS?**
B. YES, IT IS.
A. WHERE DOES HE/SHE LIVE?
B. HE/SHE LIVES AT 1531 WILSON STREET.

Pronunciation Hint: Point out that the “s” in “does” and in “lives” is pronounced as /z/. Stress the importance of pronouncing this 3rd person “s” as such.

4.

First do Steps 1-3. B is a series of students. To elicit a “yes” response, put the name of your city in the blank. To elicit a “no” response, say the name of another city. For Step 4, choose one student at a time to ask the questions, prompting him with the pronouns, personal names and names of cities.

- | | |
|---|---|
| <p>A. DO YOU LIVE IN ____?</p> <p>A. DO I LIVE IN ____?</p> <p>A. DO WE LIVE IN ____?</p> <p>A. DOES ____ LIVE IN ____?</p> <p>A. DO ____ AND ____ LIVE IN ____?</p> | <p>B. YES, I DO/NO, I DON’T.</p> <p>B. YES, YOU DO/NO, YOU DON’T.</p> <p>B. YES, WE DO/NO, WE DON’T.</p> <p>B. YES, HE/SHE DOES/NO, HE/SHE DOESN’T.</p> <p>B. YES, THEY DO/NO, THEY DON’T.</p> |
|---|---|

5.

Do Steps 1-3.

- A. WHAT’S YOUR ADDRESS, B?**
B. IT’S ____.
A to C. DO YOU LIVE AT ____ TOO?
C. NO, I DON’T.
A. WHERE DO YOU LIVE?
C. I LIVE AT ____.

UNIT ONE — LESSON FOUR

6.

Do Steps 3 and 4. Develop into a chain.

- A. I LIVE AT ____.**
WHERE DO YOU LIVE?
B. I LIVE AT ____.

7.

Do Steps 1-4. Develop into a chain. Accept either countries or cities in the answer, as well as both, e.g. "I'm from Paris, France".

- A. I'M FROM CANADA. WHERE ARE YOU FROM?**
B. I'M FROM ____.

8.

Do Steps 1-3. C is the whole class or one student.

- A. WHERE ARE YOU FROM?**
B. I'M FROM ____.
A. to C. WHERE IS HE/SHE FROM?
C. HE'S/SHE'S FROM ____.

Pronunciation Hint: Point out that the "s" in "he's" and "she's" is pronounced /z/. Note that some students may confuse "his" and "he's". Drill the vowel sounds /iy/ and /i/ and dictate sentences containing the two words.

9.

Do Steps 1-3. Select two students who come from the same country. Ask each of them where he is from, then ask each one where both are from.

- A. WHERE ARE YOU FROM?**
B. I'M FROM ____.
A. WHERE ARE YOU FROM?
C. I'M FROM ____ TOO.
A. to B. B, WHERE ARE YOU AND C FROM?
B. WE'RE FROM ____.
A. to C. C, WHERE ARE YOU AND B FROM?
C. WE'RE FROM ____.
A. to D. WHERE ARE B AND C FROM?
D. THEY'RE FROM ____.

Pronunciation Hint: /w/ and /r/ are difficult for many students and all the more so when they are combined, as in "we're" and "where are". Show how the separate sounds /w/ and /r/ are made. Then drill the words in which they are found by having the students repeat the complete sentences of Practice 9.

UNIT ONE — LESSON FOUR

10.

Do Steps 1-4. For Line 6, prompt students to give both their city and their street address.

- A. WHERE ARE YOU FROM?
- B. I'M FROM ____.
- A. DO YOU LIVE IN ____ NOW?
- B. NO, I DON'T.
- A. WHERE DO YOU LIVE NOW?
- B. NOW I LIVE IN ____, AT ____.

11.

Do Steps 1-4. Substitute other plural nouns, e.g. pens, notebooks, chairs, etc.

- A. WHOSE BOOTS/GLOVES ARE THESE?
- B. THEY'RE NOT MY BOOTS/GLOVES.
MAYBE THEY'RE ____'S.

MANIPULATION DRILLS

1.

This is a substitution drill in which only pronouns are substituted. It is designed to practise the difference between the third person singular Habitual Tense and all other persons in that tense. Do Step 3 only. B is the whole class or a series of individual students.

- A. I LIVE AT ____.
- THEY
- B. THEY LIVE AT ____.
- A. HE
- B. HE LIVES AT ____.
- A. WE/SHE/YOU/JOHN/MR. AND MRS. BAKER, etc.

- A. WHERE DOES HE LIVE? YOU
- B. WHERE DO YOU LIVE?
- A. THEY
- B. WHERE DO THEY LIVE?
- A. SHE/MR. BAKER, etc.

- A. DO YOU LIVE IN ____? SHE
- B. DOES SHE LIVE IN ____?
- A. THEY
- B. DO THEY LIVE IN ____?
- A. HE/I, etc.

2.

In this substitution drill only pronouns are substituted.

- A. I'M FROM ____.
- THEY
- B. THEY'RE FROM ____.
- A. YOU/SHE/HE/WE, etc.

UNIT ONE — LESSON FOUR

3.

This drill requires the student to convert a sentence with a possessive adjective into one with a corresponding pronoun.

- | | |
|---------------------------|-----------------------|
| A. HIS ADDRESS IS ____. | B. HE LIVES AT ____. |
| A. HER ADDRESS IS ____. | B. SHE LIVES AT ____. |
| A. THEIR ADDRESS IS ____. | B. THEY LIVE AT ____. |
| A. OUR ADDRESS IS ____. | B. WE LIVE AT ____. |

4.

Do Step 3 only. A (the teacher) says the answer and provides the students (B) with the question word to form the corresponding question.

- | | |
|---|----------------------------|
| A. I'M FROM ITALY. WHERE | B. WHERE ARE YOU FROM? |
| A. HE LIVES AT ____ WHERE | B. WHERE DOES HE LIVE? |
| A. THEY'RE MR. BAKER'S GLOVES. WHOSE | B. WHOSE GLOVES ARE THESE? |
| A. I LIVE IN (e.g. Toronto). WHERE | B. WHERE DO YOU LIVE? |

5.

This drill is designed to practise and contrast short questions with "be" and "do". Try to elicit "Yes" questions and "No" questions separately before mixing them.

- | | |
|-------------------------|---------------------------|
| A. ARE YOU FROM ____? | B. YES, I AM/NO, I'M NOT. |
| A. DO YOU LIVE IN ____? | B. YES, I DO/NO, I DON'T. |

NOTES

Unit One – LESSON FIVE

CONTENT

PATTERNS	VOCABULARY	
<p>Is he/she from Poland? Yes, he/she is. No, he's/she's not. Are you/they from Poland too? Yes, I am. No, I'm not. Yes, we/they are. No, we're/they're not. Am I from Poland? Yes, you are. No, you're not. Do you speak Polish? Yes, of course I do. What languages do you speak? I only speak Polish. I speak Polish and (a little) English. How many hats do you see (in the classroom)? I see three hats. He works at Brockton Hospital.</p>	NOUNS	VERBS
	<p>picture nurse X-Ray technician</p>	<p>see work</p>
		EXPRESSION
	<p>Names of Countries: Turkey England Japan Australia etc.</p> <p>Names of Languages: Turkish English Japanese French etc.</p>	<p>of course</p>

UNIT ONE — LESSON FIVE

STRUCTURE NOTES

Personal Pronouns with "Be": The yes/no pattern of the verb "be" is practised with all of the personal pronouns. The negative and affirmative short answers are practised too. Point out that the affirmative short answers are not contracted, so as to prevent students from making mistakes such as "Yes, I'm" or "Yes, he's".

Verb: **BE**

I	am	from	Poland.	Statement
Am	I	from	Poland?	Yes/No Question
Are	you/we/they	from	Poland?	
Is	he/she	from	Poland?	

Short Answers
Affirmative

Negative

Yes,	I	am.	No,	I	am	not.	(No, I'm not.)
Yes,	he/she	is.	No,	he/she	is	not.	(No, he's not.)
Yes,	you/we/they	are.	No,	you/we/they	are	not.	(No, they're not.)

Habitual Tense: The verb "speak" is practised in the following patterns in the Habitual Tense. The verb "see" is also introduced in the Habitual Tense. In the story in the Students' Workbook the verb "work" is introduced in the Habitual 3rd person singular.

Verb: **SPEAK** — Habitual Tense

What languages	Do	I	He	you	he	Do	does	Polish.	Polish.	Polish?
						Do	does	Polish.	Polish.	Polish?

Noun Plurals: In Practice 12 noun plurals are again practised. This time, however, they are introduced in a new pattern, with "how many" and the verb "see".

Verb: **SEE** — Habitual Tense

		I	see	three	hats	in the picture.	Statement
How many hats	do	you	see			in the picture?	Question-word Question

SUGGESTIONS

Teaching Aid: A map of the world.

Countries and Languages: Country and Language Chart.

In Lesson 4 the students were given practice in naming their own countries when they answered the question, "Where are you from?". Make a blackboard list of these countries. Add to it those

UNIT ONE — LESSON FIVE

mentioned specifically in Lessons 4 and 5, plus any others you think are useful. When languages are mentioned in Lesson 5, write these next to the corresponding countries. For example, France — French. Group the list according to the kinds of endings on the language names. For example:

Languages ending in	—ish:	Turkish, Spanish, Polish, English, Danish, Swedish, Finnish, etc.
Languages ending in	—ian:	Italian, Russian, Hungarian, Norwegian, Serbo-Croatian, Ukrainian, etc.
Languages ending in	—ese:	Japanese, Portuguese, Chinese, etc.
Others:		Greek, French, German, Dutch, etc.

Some of the areas where mistakes might occur:

Make sure your students understand which two countries the languages “Dutch” and “German” belong to.

Point out the spelling peculiarities in changing from names of countries to names of languages. For example, “Spain” loses the “i” in changing to “Spanish” and “Norway” replaces “ay” with “eg” in changing to “Norwegian”.

Never say that a Yugoslav speaks Serbo-Croatian. Never say what he speaks. Ask each Yugoslav what he speaks and take his word for it.

Students should learn to say “the United States” and “the States” as though they were single words. Other cases in which the definite article is used for the name of a country could also be mentioned, e.g. the Ukraine, the United Kingdom.

Games:

What language do I speak?

Divide the class into two teams. A member of Team A says: “I’m from _____. What language do I speak?” Team B says: “Do you speak _____?” Team A member says: “Yes, I do” or “No, I don’t; I speak _____.” If Team B has guessed correctly, they get a point. If they have guessed incorrectly, Team A gets the point. The teams take turns asking the question.

Where am I from?

Follow the same procedure as with the previous game. A member of Team A says: “I speak _____. Where am I from?” Team B says: “Are you from _____?” Team A member answers: “Yes, I am” or “No, I’m not; I’m from _____”.

Guess my country

Divide the class into two teams. Allow each team enough time to find out where its own members are from. The point of the game is to gain the most points by guessing the countries of origin of the members on the opposing team. A member of Team A questions Team B about one of its members by asking “Is he/she from _____?” Team B answers either “Yes, he/she is” or “No, he/she isn’t”. If the guess is correct, Team A gains one point. If the guess is incorrect, the member of Team A gives up and asks the person directly, “Where are you from?” The answer is, “I’m from _____.” Team B then gains the point and a turn to ask the questions.

UNIT ONE — LESSON FIVE

CONVERSATION PRACTICES

1.

Do Steps 1-4. For Step 4, have the students practise it in groups of three. Provide students with a list of countries on the blackboard.

- A. WHERE ARE YOU FROM?**
B. I'M FROM ____.
A. to C. IS B FROM ____?
C. YES, HE/SHE IS.
A. to C. IS B FROM ____?
C. NO, HE'S/SHE'S NOT or HE/SHE ISN'T.

2.

Do Steps 1-4. Develop into a chain. Interrupt the chain with questions directed at individual students in the class, e.g. "Where is he/she from?" and "Is he/she from ____?" Make sure that the students get a chance to practise both the affirmative and the negative responses.

- A. I'M FROM ____.**
ARE YOU FROM ____ TOO?
B. YES, I AM/NO, I'M NOT.

3.

Do Steps 1-3. Substitute names of students in place of "they".

- A. I'M FROM ____.**
ARE THEY FROM ____ TOO?
B. YES, THEY ARE/NO, THEY'RE NOT.

4.

Do Steps 1-4. Interrupt the chain with questions such as: "Are B and C from ____?" to get both "yes" and "no" answers.

- A. I'M FROM ____.**
ARE YOU AND C FROM ____ TOO?
B. YES, WE ARE/NO, WE'RE NOT.

5.

Do Step 3 only. To elicit negative responses, substitute a wide variety of names of countries.

- | | |
|------------------------------------|----------------------------|
| A. AM I FROM ____? | B. YES, YOU ARE. |
| | NO, YOU'RE NOT. |
| A. ARE YOU FROM ____? | B. YES, I AM. |
| | NO, I'M NOT. |
| A. ARE YOU AND C FROM ____? | B. YES, WE ARE. |
| | NO, WE'RE NOT. |
| A. ARE C AND D FROM ____? | B. YES, THEY ARE. |
| | NO, THEY'RE NOT. |
| A. IS C FROM ____? | B. YES, HE/SHE IS. |
| | NO, HE'S/SHE'S NOT. |

UNIT ONE — LESSON FIVE

6.

Do Steps 1-4. Develop into a chain, with the students choosing names of languages from a list on the blackboard. Interrupt the chain with questions in the third person, e.g. "Does he/she/B speak ____? Do they speak ____?"

- A. DO YOU SPEAK ____?**
- B. YES, I DO/NO, I DON'T.**

7.

Do Steps 1-4. Prepare a list of countries with corresponding languages on the blackboard.

- A. WHERE ARE YOU FROM?**
- B. I'M FROM ____.**
- A. DO YOU SPEAK ____?**
- B. YES, OF COURSE I DO.**
(I SPEAK ____ TOO.)

8.

Do Steps 1-4.

- A. WHAT LANGUAGES DO YOU SPEAK?**
- B. I ONLY SPEAK ____.**
or
I SPEAK ____ AND ____.
or
I SPEAK ____ AND A LITTLE ____.

Pronunciation Hint: Note that the plural ending of "language" is pronounced /əz/. Practise this plural ending with other nouns ending in /j/, e.g. "bridge-bridges, cage-cages, page-pages".

9.

Do Step 3. Then mix with Practice 8.

- A. WHAT LANGUAGES DOES HE/SHE SPEAK?**
- B. HE/SHE SPEAKS ____.**
or
HE/SHE SPEAKS ____ AND ____.
or
HE/SHE SPEAKS ____ AND A LITTLE ____.

10.

Do Steps 3 and 4. Guide the students with a blackboard list of countries and corresponding languages.

- A. WHERE ARE YOU FROM, B?**
- B. I'M FROM ____.** **WHERE ARE YÓU FROM?**
- A. I'M FROM ____.**
- B. DO YOU SPEAK ____?**
- A. YES, I DO.** **WHAT LANGUAGES DO YÓU SPEAK?**
- B. I SPEAK ____ TOO.**
or
I SPEAK ____.
or
I SPEAK ____ AND ____.
or
I SPEAK ____ AND A LITTLE ____.

UNIT ONE — LESSON FIVE

11.

Do Steps 3 and 4. For Step 3, ask the questions in quick succession, moving from one student to another. For Step 4, guide the students with a blackboard list of names of countries and languages.

- A. ARE YOU FROM ____?
- B. YES, I AM/NO, I'M NOT. I'M FROM ____.
- A. DO YOU SPEAK ____?
- B. YES, I DO/NO, I DON'T.

12.

Do Steps 1-4. Substitute a wide variety of nouns. As you practise each plural noun, write it on the blackboard under one of the following columns: /s/ /z/ or /əz/. You may need to use pictures to elicit some of the plurals, e.g. gloves, boots, pens, watches, hats, windows, doors, etc.

- A. WHAT ARE THESE?
- B. THEY'RE HATS/PENS/WATCHES.
- A. HOW MANY HATS DO YOU SEE (IN THE PICTURE/CLASSROOM)?
- B. I SEE (e.g. three) HATS.

MANIPULATION DRILLS

1.

Do Step 3 only. This is a multiple substitution drill. Substitute names of languages and pronouns.

- A. HE SPEAKS FRENCH. ENGLISH
- B. HE SPEAKS ENGLISH.
- A. WE
- B. WE SPEAK ENGLISH.
- A. SPANISH
- B. WE SPEAK SPANISH.
- A. THEY/GERMAN/I, etc.
- A. DO YOU SPEAK PORTUGUESE? ITALIAN
- B. DO YOU SPEAK ITALIAN?
- A. THEY
- B. DO THEY SPEAK ITALIAN?
- A. SHE/PAUL/MARY AND PAUL/POLISH/ENGLISH

2.

Do Step 3 only. Substitute pronouns and "yes" or "no".

- A. YES, I DO. SHE
- B. YES, SHE DOES.
- A. NO
- B. NO, SHE DOESN'T.
- A. THEY
- B. NO, THEY DON'T.
- A. WE
- B. NO, WE DON'T.
- A. YES
- B. YES, WE DO.

UNIT ONE — LESSON FIVE

3.

Do Step 3 only. A (the teacher) says the answer and provides the students (B) with the question word to form the corresponding question.

- | | |
|--|--|
| A. I'M FROM FRANCE. WHERE | B. WHERE ARE YOU FROM? |
| A. THEY'RE JOHN'S CIGARETTES. WHOSE | B. WHOSE CIGARETTES ARE THEY? |
| A. I LIVE IN CANADA. WHERE | B. WHERE DO YOU LIVE? |
| A. I SPEAK ENGLISH AND FRENCH. WHAT | B. WHAT LANGUAGES DO YOU SPEAK? |
| A. I SEE THREE WINDOWS. HOW MANY | B. HOW MANY WINDOWS DO YOU SEE? |
| A. I SEE TEN BOOKS. HOW MANY | B. HOW MANY BOOKS DO YOU SEE? |

4.

In this drill the students are required to convert the name of the country to a corresponding name of a language. A is the teacher. Continue with other countries.

- | | |
|---------------------------------|-------------------------------|
| A. HE'S FROM FRANCE. | B. HE SPEAKS FRENCH. |
| A. THEY'RE FROM TURKEY. | B. THEY SPEAK TURKISH. |
| A. WE'RE FROM AUSTRALIA. | B. WE SPEAK ENGLISH. |
| A. I'M FROM ENGLAND. | B. I SPEAK ENGLISH. |
| A. JOHN IS FROM JAPAN. | B. HE SPEAKS JAPANESE. |

NOTES

Unit One – LESSON SIX

CONTENT

PATTERNS	VOCABULARY		
Where is the car? What do you see in Picture 1? Do you see a carpet? Do you know John?	NOUNS		
	envelope shirt suit dress glass brush	bus flower couch fireplace bookcase	coffee-table vase living-room pillow lamp carpet

STRUCTURE NOTES

Question-word Questions: Two new question-word patterns are used in this lesson. They are: "Where is the (e.g. car)?" and "What do you see in Picture 1?"

SUGGESTIONS

This lesson is based almost entirely on the material in the Students' Workbook. Have the students keep their books open from the beginning of the lesson.

PART I

Use the picture chart in Part I of the Students' Workbook to review some of the patterns and vocabulary of Unit One, as well as to introduce the new nouns. Go immediately into Step 3, asking individual students a series of questions or directing each question to a different student. Ask questions about each picture. For example:

A. WHAT'S PICTURE 1?

B. (IT'S) A CIGARETTE.

A. IS IT YOUR CIGARETTE?

_____'S

HIS

HER

MY

B. NO, IT ISN'T.

A. IS PICTURE 1 A PENCIL?

B. NO, IT ISN'T.

A. IS PICTURE 1 A CIGARETTE?

B. YES, IT IS.

A. WHERE IS THE CIGARETTE?

B. IN PICTURE 1.

A. WHAT DO YOU SEE IN PICTURE 1?

B. (I SEE) A CIGARETTE.

A. LOOK AT PICTURE 2. ARE THEY MATCHES?

B. YES, THEY ARE.

A. ARE THEY GLASSES?

B. NO, THEY AREN'T.

A. WHAT ARE THEY?

B. THEY'RE MATCHES.

A. ARE THEY YOUR MATCHES?

B. NO, THEY'RE NOT.

A. HOW MANY MATCHES DO YOU SEE IN PICTURE 2?

B. (I SEE) FIVE (MATCHES).

A. WHAT'S IN PICTURE 2?

B. FIVE MATCHES.

A. DO YOU SEE A DOOR IN THE PICTURE?

B. YES, I DO.

A. WHERE IS IT?

B. IT'S IN PICTURE 14.

A. DO YOU SEE A BOOK?

B. NO, I DON'T.

A. WHERE ARE THE MATCHES?

B. THEY'RE IN PICTURE 2.

etc.

UNIT ONE — LESSON SIX

PART II

The exercises in Part II of the Students' Workbook are intended as a written reinforcement of certain structures. If more practice is needed, they can be done orally first.

PART III

Use Picture 17 in Part III of the Students' Workbook. Introduce the new vocabulary items numbered in the picture. This can be done by asking questions similar to those asked in Part I. For example:

WHAT'S THIS?

WHAT'S NUMBER 1?

IS NUMBER 2 A LAMP?

IS NUMBER 2 AN ARMCHAIR?

HOW MANY LAMPS DO YOU SEE?

Then ask the questions which appear with Picture 17. After the students have answered them orally, have them write the answers in their books.

PART IV

Part IV of the Students' Workbook is not intended for classroom use. It is intended for those students who want to see the structures they have learned throughout Unit One presented in chart form.

NOTES

Unit Two — LESSON ONE

CONTENT

PATTERNS	VOCABULARY	
What nationality are you? What nationality is he/she? What nationality are they? What's your nationality? I'm Polish. Are you Polish too? What do you do? (What's your occupation?) (What are you?) I'm a teacher. He's an engineer. She's a housewife. They're students. Are you a mechanic too? Where do you go to school/work? I go to school at ____. I work at home/at (e.g. Black's Dept. Store). I work in a bank. I don't have a job. I don't know/remembers. Ask John.	NOUNS	
	office bank school socks glasses (eye) coats shoes housewife salesman store occupation job	tooth — teeth foot — feet knife — knives scarf — scarves leaf — leaves man — men woman — women child — children person — people penny — pennies dictionary — dictionaries
	Names of Occupations: mechanic plumber electrician engineer etc.	ADJECTIVES
		Nationalities: Spanish Greek Japanese etc.
		PREPOSITION
		to
	VERBS	ADVERBIALS
	go know remember	at home at (e.g. Black's) in a bank to school

UNIT TWO — LESSON ONE

STRUCTURE NOTES

Nationalities, Occupations: Two new patterns with the verb “be” are introduced. They are “be” plus an adjective of nationality and “be” plus a noun indicating occupation. These should be contrasted so as to emphasize the use of the indefinite article “a/an” with the noun, as opposed to the lack of an article with the adjective.

Verb: **BE** + Adjective

I	'm	Polish.
He	's	Argentinian.
They	're	German.

Verb: **BE** + Noun

I	'm	an	engineer.
He	's	a	teacher.
They	're		students.

Habitual Tense: Two new verbs — “go” and “work” — are practised in the Habitual Tense in the following patterns in all persons.

Verb: **WORK** — Habitual Tense + Adverbial of Place

		I He	work works	at home. at Brockton Hospital. in an office.	Statement
Where Where	do does	you he	work? work?		Question-word Question

The two verbs “know” and “remember” are practised in the negative statement pattern, e.g. “I don’t know/remember.”

Adverbial Phrases of Place: The prepositions “in” and “at” have been practised in previous lessons in the following types of adverbial phrases:

in + name of a country or city — e.g. “I live in Toronto/Canada”.

at + numbered address — e.g. “I live at 1531 Wilson Street”.

in + any noun — e.g. “Tommy is in the car”. “How many hats do you see in the picture?”

In this lesson the following uses of these prepositions are introduced:

at home

at + name of a store, firm, place of work — e.g. “He works at Brockton Hospital”.

at	in
at 1531 Wilson Street at Black’s Department Store at Brockton Hospital at home	in Toronto in Canada in the car/picture in a store/office

“What do you do?” The expression “What do you do?”, meaning “What’s your occupation/job?” is introduced. Make sure students don’t confuse “What do you do?” with “What are you doing?”

Irregular Plurals: In this lesson some nouns whose plural is formed in an irregular manner are introduced. Some of these nouns are very common and should be mastered at this early stage, e.g. man-men, woman-women, child-children, person-people .

UNIT TWO — LESSON ONE

SUGGESTIONS

Teaching Aids: Pictures illustrating people engaged in a variety of occupations, a box of items in duplicate (see Practice 12), pictures to illustrate singular and plural nouns (see Practices 10 and 11).

Nationalities: Refer to Unit I, Lesson 5, Suggestions about countries and languages. Indicate that the same word is often used for both language and nationality, e.g. "I speak Italian. I'm Italian". There are, of course, many exceptions to this. For example: "I'm Canadian. I speak English". "I'm Argentinian. I speak Spanish".

Occupations: Employment is the major concern of the adult immigrant. It is, therefore, important for him to state what his occupation is. The sentence, "I'm a student" is of little use to these adults when they are asked on a social occasion or by a prospective employer, "What do you do?" In learning to state his occupation, the adult immigrant has a chance to verbalize his identity; in finding out the occupations of other students, he extends his vocabulary.

CONVERSATION PRACTICES

1.

Do Steps 1-4. On the blackboard prepare a list of names of countries and a parallel list of nationalities. Refer to these throughout the Practice. Continue with questions in the third person, e.g. "Where is he/she from? What nationality is he/are they/am I?" You may also want to practise the alternative pattern "What's your nationality?"

A. WHERE ARE YOU FROM?

B. I'M FROM ____.

A. WHAT NATIONALITY ARE YOU? (WHAT'S YOUR NATIONALITY?)

B. I'M ____.

Pronunciation Hint: Difficulties may arise with the /š/ sound in "nationality, nation, vacation" and other words spelled with the -tion combination.

2.

Do Steps 1-4. Then develop into a chain. Interrupt the chain to ask questions such as: "What nationality is he/she?" "Is he Spanish?"

A. WHAT NATIONALITY ARE YOU?

B. I'M ____.

A. to C. ARE YOU ____ TOO?

C. NO, I'M NOT, I'M ____.

or

YES, I AM.

UNIT TWO — LESSON ONE

3.

Do Steps 1-4. Before starting this Practice, show a number of pictures illustrating people engaged in various occupations. Point to each picture and say: e.g. "He's a taxi driver". "She's a typist". In this Practice the expression "What do you do?" is used. The alternatives "What are you?" and "What's your occupation?" should be practised as well. If a student doesn't have a specific occupation, have him say "I'm a student".

- A. I'M A TEACHER.**
WHAT DO YOU DO?
B. I'M A/AN ____.

Pronunciation Hint: Note that the indefinite article "a" is unstressed and is pronounced as /ə/, e.g. /ə/ nurse. Before a vowel it becomes /ə n/, e.g. /ə n/ engineer. Put examples on the blackboard to show how "a" changes to "an" before a vowel sound.

4.

Do Step 3 only. Ask several students to state their occupations and then ask B the question contained in this Practice. If B doesn't remember, cue him to say "I don't know" or "I don't remember" and then have B ask the student "What do you do?"

- A. WHAT DOES HE/SHE/C DO?**
B. HE'S/SHE'S A ____.
AN ____.

Combine Practices 3 and 4.

5.

Do Steps 1-4. Then develop into a chain. Accept either the complete statement or the adverbial phrase as an answer. Then continue with questions in the third person. For example: "Does he/she/C go to school? Where does he go to school? Do C and D/they go to school? Where do they go to school?"

- A. DO YOU GO TO SCHOOL?**
B. YES, I DO.
A. WHERE DO YOU GO TO SCHOOL?
B. (I GO TO SCHOOL) AT ____.

6.

Do Steps 1-4. In this Practice the sentence "I don't have a job" is introduced only as an alternative response to "Where do you work?" Many alternative answers are provided so that the Practice will apply to all students. Do not teach the verb "have" at this point. Continue with questions in the third person. For example: "Where does he/she/C work?" Note the specialized uses of the prepositions "in" and "at".

- A. WHERE DO YOU WORK?**
B. I WORK AT (e.g. Black's Department Store)
IN A/AN (e.g. hospital/office)
AT HOME.
I DON'T HAVE A JOB.

UNIT TWO — LESSON ONE

7.

Do Step 3 only. This Practice reviews a series of structures learned up to this point. The questions here are grouped according to structural similarity. First ask them in the order they are presented here. Then mix the order. B can be one student or a series of students.

- A. WHAT'S YOUR NAME/ADDRESS/PHONE NUMBER/OCCUPATION/
NATIONALITY?
- B. MY ____ IS _____. I'M (A) _____.
- A. WHERE ARE YOU FROM?
- B. I'M FROM _____.
- A. WHAT LANGUAGES DO YOU SPEAK?
- B. I SPEAK _____.
- A. WHERE DO YOU LIVE/GO TO SCHOOL/WORK?
- B. I LIVE AT ____/GO TO SCHOOL AT ____/WORK IN/AT _____.

8.

Do Steps 1-4. Then develop into a chain. This Practice contrasts the names of countries, nationalities and languages. You may find it helpful to make three parallel blackboard lists — country, nationality, language — to show the similarities and differences.

- A. WHERE ARE YOU FROM?
- B. I'M FROM _____. (e.g. Poland).
- A. THEN YOU'RE _____. (e.g. Polish).
- B. YES, I AM.
- A. DO YOU SPEAK _____? (e.g. Polish).
- B. YES, I DO.

9.

Do Steps 1-3 only. This Practice is a review of all of the noun plurals learned up to this point. Substitute any regular noun plurals — that is, those nouns whose plural is formed by adding “s”, pronounced as either /s/, /z/ or /əz/. Use pictures and classroom objects as aids. Especially useful are these Student Workbook pictures: Unit One, Lesson 2, Picture 8 and Unit One, Lesson 6, Pictures 1-16.

- A. WHAT ARE THESE?
- B. THEY'RE (e.g. coats, socks, shoes, suits, rings, ties)
- A. HOW MANY (e.g. dresses, watches, brushes) DO YOU SEE
(IN THE PICTURE/CLASSROOM)?
- B. I SEE _____.
- A. ARE THESE (e.g. glasses, windows, hats)?
- B. YES, THEY ARE/NO, THEY'RE NOT.

10.

Do Steps 1-3 only. This Practice introduces nouns whose plural forms are irregular. After practising “man” and “woman”, introduce “child-children” (by way of pictures, if necessary).

UNIT TWO — LESSON ONE

Then carry out the same Practice with "person-people", making sure that the students realize that "person" indicates anyone of either sex and any age. You may find it helpful to use the characters from the Students' Workbook to illustrate the meaning of these words.

- A. ARE YOU A MAN/WOMAN?**
- B. YES, I AM/NO, I'M NOT.**
- A. IS HE/SHE A MAN/WOMAN?**
- B. YES, HE/SHE IS/NO, HE'S/SHE'S NOT.**
- A. ARE C AND D/THEY MEN/WOMEN?**
- B. YES, THEY ARE/NO, THEY'RE NOT.**

Pronunciation Hint: Contrast the /æ/ in "man" with the /ε/ in "men". Emphasize that similarity in spelling does not indicate similarity in pronunciation. Note how stress affects the pronunciation of the following:

"mán" /m æ n/	vs	"wóman" /wómæn/
"mén" /n ε n/	vs	"wómen" /wímæn/

Students often have difficulty distinguishing between "woman" and "women" since the spelling difference occurs in the second syllable whereas the pronunciation difference occurs in the first syllable.

11.

Do Steps 1-3 only. Introduce any number of irregular plurals. Try to group them according to the type of change the noun undergoes, e.g.

tooth — teeth	scarf — scarves	penny — pennies
foot — feet	knife — knives	dictionary — dictionaries
	leaf — leaves	

Note that there is one whole group of nouns which form their plural with the regular /z/ but which undergo a spelling change. These are the nouns ending in a consonant followed by "y", e.g. "penny-pennies". Use classroom objects and pictures.

- A. WHAT'S THIS?**
- B. IT'S A (e.g. knife).**
- A. WHAT ARE THESE?**
- B. THEY'RE (e.g. knives).**
- A. HOW MANY (e.g. knives) DO YOU SEE IN THE PICTURE/CLASSROOM?**
- B. I SEE (e.g. three knives).**

12.

Do Steps 1-4. For Step 4, divide students into groups of three. As A asks the questions, he picks up two identical items from a box (e.g. two knives, two cigarettes, envelopes, rings, gloves, etc.)

- A. WHOSE (e.g. knives) ARE THESE?**
- B. I DON'T KNOW. ASK C.**
- A. to C. ARE THESE YOUR (e.g. knives)?**
- C. YES, THEY ARE/NO, THEY'RE NOT.**

UNIT TWO — LESSON ONE

MANIPULATION DRILLS

1.

Do Step 3 only. B is the whole class or a series of individual students. This is a substitution drill. In the first part substitute only pronouns or names. In the second part substitute nationalities only.

- A. SHE ISN'T GREEK. SHE'S POLISH. THEY**
B. THEY'RE NOT GREEK. THEY'RE POLISH.
A. I
B. I'M NOT GREEK. I'M POLISH.
A. WE, HE, etc.
A. SHE ISN'T GREEK. DUTCH
B. SHE ISN'T GREEK. SHE'S DUTCH.
A. CZECH
B. SHE ISN'T GREEK. SHE'S CZECH.
A. ITALIAN, BOLIVIAN, etc.

2.

This is a multiple substitution drill. Substitute pronouns, names or adverbial phrases.

She	lives	in Montreal.
He	lives	in Toronto.
You	live	in Spain.
We	live	
They	live	
I	work	at home.
John	works	at school.
		at Brockton Hospital/Black's.
		in a bank, store.
		in an office.

- A. I LIVE IN MONTREAL. IN TORONTO**
B. I LIVE IN TORONTO.
A. IN VANCOUVER
B. I LIVE IN VANCOUVER.
A. HE
B. HE LIVES IN VANCOUVER.
A. THEY
B. THEY LIVE IN VANCOUVER.
A. WORK
B. THEY WORK IN VANCOUVER.
A. IN A BANK
B. THEY WORK IN A BANK.
A. JOHN
etc.

Pronunciation Hint: Students often need extra practice before they can produce the long sentences in Drill 2. Have them listen to and repeat the adverbial phrases separately. Then build the sentences from the end and work backwards, having the students repeat the progressively longer sections.

bank.
in a bank.
works in a bank.
He works in a bank.

UNIT TWO — LESSON ONE

3.

Do Step 3 only. A is the teacher and B is a series of individual students. Continue with other names of countries.

A. SHE'S FROM (e.g. Italy).

B. THEN SHE'S (e.g. Italian) AND SHE SPEAKS (e.g. Italian).

4.

Do Step 3 only. This is a question formation drill. A (the teacher) states the answer and cues B with the question word.

A. I'M FROM CHILE. WHERE

A. I'M MEXICAN. WHAT

A. I SPEAK FRENCH AND ENGLISH. WHAT

A. I'M A SALESMAN. WHAT

A. THEY'RE MY CHILDREN. WHOSE

B. WHERE ARE YOU FROM?

B. WHAT NATIONALITY ARE YOU?

B. WHAT LANGUAGES DO YOU SPEAK?

B. WHAT DO YOU DO? or WHAT'S YOUR OCCUPATION?

B. WHOSE CHILDREN ARE THEY/THESE?

Unit Two — LESSON TWO

CONTENT

PATTERNS	VOCABULARY	
<p>Put your pen/pens on the desk. Is it/Are they on the desk? Where is it/are they? It's/They're on the desk. Whose pens are on the desk? John's pens are (on the desk).</p> <p>When do you eat breakfast? I eat breakfast in the morning. Do you eat breakfast in the morning (too)? Yes, sometimes.</p> <p>When do you go to work? When do you get up?</p> <p>Where do you eat lunch? I eat lunch in a restaurant.</p> <p>He cooks food.</p>	NOUNS	EXPRESSION
	<p>breakfast lunch supper dinner television pocket box keys food cook cafeteria doctor wall floor basket restaurant coffee pot</p>	<p>Thanks</p>
	VERBS	PREPOSITION
	<p>get up eat cook watch</p>	<p>on</p>
		<p>CONJUNCTION</p>
		<p>but</p>
	ADVERBIALS	
	<p>at noon in the morning in the afternoon in the evening</p>	<p>at school there in the/a cafeteria in a restaurant to work</p>

UNIT TWO – LESSON TWO

STRUCTURE NOTES

Prepositions: The preposition “on” is introduced in this lesson.

Adverbials: Some new adverbial phrases containing “in”, “to” and “at” are practised. These are:

Adverbials of Place
in the/a cafeteria
in a restaurant
at home
to work

Adverbials of Time
in the morning/afternoon/evening
at noon

Note that the word “there” is used in the story in the Students’ Workbook. Explain its use as a replacement for the adverbial of place “in the cafeteria”.

Articles: Note that both the definite article “the” and the indefinite article “a” are used in the story in the Students’ Workbook. (“He works in *a* cafeteria. *The* cafeteria is at Brockton Hospital.”) When the noun in question is first mentioned, “a” is used. Only afterwards is “the” used.

Be: A new pattern with the verb “be” is practised in the following patterns:

Verb: **BE** + Adverbial of Place

	The pens	are	on the desk.	Statement
	Are	the pens	on the desk?	Yes/No Question
Where Whose pens	are are	the pens?	on the desk?	Question-word Question

Habitual Tense: The verbs “eat, go, watch” and “cook” are practised in the Habitual Tense in the following patterns:

Habitual Tense + Adverbial of Place + Adverbial of Time

	I I I I	eat eat get up go	lunch lunch	at home. to work	at noon. in the morning. at noon.	Statement
	Do	you	eat	lunch	at home?	Yes/No Question
When Where	do do	you you	eat eat	lunch? lunch?		Question-word Question

Pronouns: The pronouns “it” and “they” are practised as replacements for nouns. Note that “it” is used for subject and object of the verb and after the verb “be”. For example: “*It* is on the table. Where is *it*? Put *it* in your pocket.” “They” is used only for subject of the verb and after “be”. For example: “*They*’re on the table. Where are *they*?” The object pronoun “them” is taught in a later unit.

SUGGESTIONS

Teaching Aids: A clock; pictures of people engaged in a variety of daily activities, e.g. eating meals, watching T.V., going to work/school, getting up, etc.

Spelling Game: This game can be used to review the alphabet as well as to practise spelling. Have a large chart of the alphabet on the blackboard. Point to the letters making up a word and ask the students to call out the word you have spelled. This can be done in teams, with the first team to guess the word and call it out getting the point.

UNIT TWO — LESSON TWO

CONVERSATION PRACTICES

1.

Do Steps 3 and 4. If B answers "I'm a student", ask him "Where do you go to school?"

A. WHAT DO YOU DO?

B. I'M A/AN (e.g. student, mechanic, doctor).

A. WHERE DO YOU WORK/GO TO SCHOOL?

B. I WORK AT ____.

I GO TO SCHOOL AT ____.

or I DON'T HAVE A JOB.

2.

Do Steps 1-3. Substitute other singular nouns, e.g. "key, pencil, book, notebook" in place of "pen". Continue the same Practice with other adverbial phrases of place, e.g. "in your pocket/purse, in the box/basket". Make sure the students use the pronoun "it" in their answers.

A. PUT YOUR PEN ON YOUR DESK.

IS IT ON YOUR DESK?

B. YES, IT IS.

A. WHERE IS IT?

B. IT'S ON MY DESK.

Convert the whole Practice into the plural form, substituting other plural nouns, e.g. "keys, glasses, matches, cigarettes, books" in place of "pens". Continue with other adverbial phrases of place, e.g. "in the box, in your pocket/purse". Make sure the students use the pronoun "they".

A. PUT YOUR PENS ON YOUR DESK.

ARE THEY ON YOUR DESK?

B. YES, THEY ARE.

A. WHERE ARE THEY?

B. THEY'RE ON MY DESK.

Pronunciation Hint: To practise the correct intonation and stress of the longer patterns in this Practice, have the students listen to and repeat progressively longer sections, e.g.

dēsk
on your dēsk
Put your pēn on your dēsk

3.

Do Steps 1-4. Before asking the question, A puts on his own desk an item belonging to B or to another member of the class. Continue with other nouns, such as: "ring, match, pen". Then convert the whole Practice into the plural, e.g. "Whose matches are on my desk?"

A. WHOSE PEN IS ON MY DESK?

B. MY PEN IS (ON YOUR DESK).

C'S

UNIT TWO — LESSON TWO

4.

Do Steps 1-4. For Step 4 cue students by providing a list of nouns on the blackboard. Continue with the plural form, e.g. "Where are my books?"

- A. WHERE IS MY ____? (e.g. pencil)
- B. I DON'T KNOW. ASK C.
- A. to C. WHERE IS MY ____?
- C. IT'S _____. (e.g. on the floor).
- A. THANKS.
- C. YOU'RE WELCOME.

5.

Practice 5 contains a series of patterns already introduced in this lesson. Do Step 3 only. A is always the teacher, but B can be the whole class, one individual student, or a series of students. For the last line, allow students to answer in short form, e.g. "His glasses are".

- A. ARE THESE C'S (e.g. glasses)?
- B. YES. THEY ARE.
- A. (Put the items on the desk.)
ARE THEY ON THE DESK?
- B. YES, THEY ARE.
- A. ARE THEY IN MY POCKET?
- B. NO, THEY AREN'T.
- A. WHERE ARE THEY?
- B. ON THE DESK.
- A. WHOSE (e.g. glasses) ARE ON THE DESK?
- B. C'S (e.g. glasses) ARE (ON THE DESK).
HIS
HER

6.

Do Step 3 only. A is always the teacher, B is one individual student and C is either the whole class or a third student.

- A. IS THIS YOUR (e.g. pencil), B?
- B. YES, IT IS.
- A. PUT IT IN YOUR POCKET/PURSE.
IS IT IN YOUR POCKET/PURSE?
- B. YES, IT IS.
- A. IS IT ON THE (e.g. desk)?
- B. NO, IT ISN'T.
- A. to C. WHERE IS IT?
- C. IT'S IN HIS POCKET/PURSE.
HER
B'S

For Practices 7, 8, 9 and 10, use pictures and a clock to teach the meaning of the various times and activities, e.g. "in the morning/afternoon/evening", "at noon", "eat breakfast/lunch/dinner/supper".

UNIT TWO — LESSON TWO

7.

First do Steps 1-3 with the whole Practice. Then substitute the following phrases for "eat breakfast": "go to school/work/get up". Then continue with Step 4 in a chain, practising Lines 1-3 only.

- A. I EAT BREAKFAST IN THE MORNING.
WHEN DO YOU EAT BREAKFAST?
- B. I EAT BREAKFAST IN THE MORNING TOO.
- A. to C. WHEN DOES HE/SHE/B EAT BREAKFAST?
- C. HE/SHE/B EATS BREAKFAST IN THE MORNING.

8.

Repeat same procedure as in Practice 7.

- A. I EAT LUNCH AT NOON.
WHEN DO YOU EAT LUNCH?
- B. I EAT LUNCH AT NOON TOO.
- A. to C. WHEN DOES HE/SHE/B EAT LUNCH?
- C. HE/SHE/B EATS LUNCH AT NOON.

9.

Repeat the same procedure as in Practices 7 and 8. Continue with "watch television". Explain the uses of "supper" and "dinner".

- A. I EAT SUPPER/DINNER IN THE EVENING.
WHEN DO YOU EAT SUPPER/DINNER?
- B. I EAT SUPPER/DINNER IN THE EVENING TOO.
- A. to C. WHEN DOES HE/SHE/B EAT SUPPER/DINNER?
- C. HE/SHE/B EATS SUPPER/DINNER IN THE EVENING.

10.

Do Step 3 only. A is always the teacher and B is a series of individual students. Form questions so as to receive both affirmative and negative responses. For example:

"Do you eat breakfast in the morning?" "Yes, I do".

"Do you eat breakfast in the evening?" "No, I don't".

Introduce the adverb "sometimes" to provide students with an alternative answer. "Yes, sometimes".

- A. DO YOU EAT BREAKFAST IN THE MORNING?
LUNCH AT NOON?
SUPPER IN THE AFTERNOON?
IN THE EVENING?
- B. YES, I DO./YES, SOMETIMES./NO, I DON'T.
- A. to C. WHEN DOES HE EAT BREAKFAST?
SHE LUNCH?
B SUPPER?
- C. _____.

UNIT TWO — LESSON TWO

A. DO YOU GET UP IN THE MORNING?
 WATCH T.V. AT NOON?
 GO TO SCHOOL IN THE AFTERNOON?
 GO TO WORK IN THE EVENING?

B. YES, I DO./YES, SOMETIMES./NO, I DON'T.

A. to C. WHEN DOES HE WATCH T.V.?
 SHE GO TO SCHOOL?
 B GO TO WORK?

C. _____.

11.

Do Steps 1-4. List some adverbial phrases of place on the blackboard as an aid to the students. For example: "at home/school, in a restaurant/cafeteria".

A. WHERE DO YOU EAT LUNCH?

B. I EAT LUNCH (e.g. at school).

DO YOU EAT LUNCH (e.g. at school) TOO?

A. YES, I DO.

or

NO, I DON'T. I EAT LUNCH (e.g. at home).

MANIPULATION DRILLS

1.

Do Step 3 only. This is a multiple substitution drill. A is the teacher and B is the whole class or a series of individual students. Substitute a wide variety of nouns (in singular and plural form) as well as a variety of adverbial phrases of place.

Put	the keys the chair the picture your matches etc.	in your pocket/purse/wallet. on the table/desk/floor. in the box/basket. on C's desk. etc.
-----	--	--

A. PUT THE KEYS IN YOUR POCKET. IN YOUR PURSE.

B. PUT THE KEYS IN YOUR PURSE.

A. MATCHES

B. PUT THE MATCHES IN YOUR PURSE.

A. ON THE TABLE

B. PUT THE MATCHES ON THE TABLE.

A. CHAIR/ON THE FLOOR/PICTURE, etc.

UNIT TWO — LESSON TWO

2.

Do Step 3 only. This is a question formation drill. A (the teacher) states the answer and cues B with the question word.

- | | |
|---|--|
| <p>A. I GO TO SCHOOL AT _____. WHERE</p> <p>A. THE BOOK IS ON THE FLOOR. WHERE</p> <p>A. C'S BOOKS ARE ON THE TABLE. WHOSE</p> <p>A. THE KEYS ARE IN MY POCKET. WHERE</p> <p>A. I EAT BREAKFAST IN THE MORNING. WHEN</p> <p>A. C WATCHES T.V. IN THE EVENING. WHEN</p> <p>A. I EAT LUNCH AT HOME. WHERE</p> <p>A. C GOES TO SCHOOL IN THE AFTERNOON. WHEN</p> | <p>B. WHERE DO YOU GO TO SCHOOL?</p> <p>B. WHERE IS THE BOOK?</p> <p>B. WHOSE BOOKS ARE ON THE TABLE?</p> <p>B. WHERE ARE THE KEYS?</p> <p>B. WHEN DO YOU EAT BREAKFAST?</p> <p>B. WHEN DOES C WATCH T.V.?</p> <p>B. WHERE DO YOU EAT LUNCH?</p> <p>B. WHEN DOES C GO TO SCHOOL?</p> |
|---|--|

3.

Do Step 3 only. A (the teacher) says a sentence which includes a singular or plural noun. B (the student) repeats the sentence, changing the noun into a pronoun. Note that "it" is used as both subject and object of the verb, whereas "they" is only subject. ("Them" is reserved for a later lesson.)

- | | |
|---|--|
| <p>A. THE KEYS ARE IN MY WALLET.</p> <p>A. WHERE IS THE PENCIL?</p> <p>A. PUT THE WATCH ON YOUR DESK.</p> <p>A. THE TABLE IS IN THE CLASSROOM.</p> <p>A. WHERE ARE MY GLOVES?</p> | <p>B. THEY'RE IN MY WALLET.</p> <p>B. WHERE IS IT?</p> <p>B. PUT IT ON YOUR DESK.</p> <p>B. IT'S IN THE CLASSROOM.</p> <p>B. WHERE ARE THEY?</p> |
|---|--|

Pronunciation Hint: Note that the change from a noun to a pronoun can also bring about a change in the stress pattern of a sentence.

4.

Do Step 3 only. This is a multiple substitution drill. Substitute pronouns and names, verb phrases, and adverbial phrases of place and time.

<p>I</p> <p>John</p> <p>They</p> <p>We</p> <p>She</p> <p>I</p> <p>Mary</p>	<p>eat lunch</p> <p>watches T.V.</p> <p>eat breakfast</p> <p>eat dinner</p> <p>goes to school</p> <p>go to work</p> <p>gets up</p>	<p>at noon.</p> <p>in the evening.</p> <p>at home.</p> <p>in a restaurant.</p> <p>in the afternoon.</p> <p>in the morning.</p> <p>at noon.</p>
<p>A. I EAT LUNCH AT NOON. AT HOME</p> <p>B. I EAT LUNCH AT HOME.</p> <p>A. MARY</p> <p>B. MARY EATS LUNCH AT HOME.</p> <p>A. WATCHES T.V., etc.</p>		

Unit Two – LESSON THREE

CONTENT

PATTERNS	VOCABULARY	
<p>Is there a pencil on the desk? Yes, there is./No, there isn't. Are there two pencils on the desk? Yes, there are. No, there aren't. How many pencils are there on the desk? There are two (pencils on the desk). What's on the table? How many days are there in a week? There are seven days in a week. What are the days of the week? They are Monday, Tuesday, etc. Is today/tomorrow Monday? What day is (it) today/tomorrow? Today/tomorrow is Monday. Was yesterday Sunday? Yes, it was/No, it wasn't. What day was (it) yesterday? Yesterday was Sunday. Do you go to school on Mondays? What does she do on Sundays? On Sundays she visits her mother, but Mr. Baker stays home.</p>	NOUNS	
	<p>clothes supermarket movies mother head combs arm</p>	
	VERBS	DAYS OF THE WEEK
	<p>iron wash visit stay vacuum</p>	<p>Monday Tuesday Wednesday Thursday etc. today yesterday tomorrow</p>
	ADVERBIALS	
	<p>on Mondays/Tuesdays, etc. to the movies</p>	

UNIT TWO – LESSON THREE

STRUCTURE NOTES

There is/are: The verb “be” is used in a new set of patterns with “there is” and “there are” followed by adverbial phrases of place. A common error with this pattern is the use of “one” instead of “a”.

Verb: **THERE + BE + Adverbial of Place**

	There There	is are	a book two books	on the table. on the table.	Statement
	Are	there	two books	on the table?	Yes/No Question
How many books	are	there		on the table?	Question-word Question

Short Answers

Yes, there is/are.	Affirmative
No, there isn't/aren't.	Negative

“Be”: A new pattern, with the verb “be” and the days of the week, is introduced. The third person singular form of “be” in the Simple Past Tense is used here for the first time, e.g. “Yesterday was Sunday”.

Verb: **BE**

	Today/Tomorrow Yesterday	is was	Monday. Sunday.	Statement
	Is Was	today/tomorrow yesterday	Monday? Sunday?	Yes/No Question
What day What day	is was	(it) today/tomorrow? (it) yesterday?		Question-word Question

Short Answers

Yes, it is/was.	Affirmative
No, it isn't/wasn't.	Negative

Days of the Week: The days of the week are introduced. They are practised with the verb “be” (see previous chart) and also with “do”. For example: “What do you do on Tuesdays?” Note the use of the preposition “on” with days of the week. Emphasize the use of “s” to denote habitual action. Make sure the students pronounce it as /z/.

UNIT TWO — LESSON THREE

SUGGESTIONS

Teaching Aids: A collection of countable items or pictures of countable items, a box, a calendar showing the days of the week clearly.

Games:

Guess the word

This game is useful for reviewing the alphabet and for practising spelling. It also encourages students to use the “Is there ——?” pattern. Have one student (A) come to the blackboard and think of a word. Then get the class to ask questions to guess the word. The first question must be “How many letters are there in the word?” All of the other questions must be in the form of “Is there a (e.g. “b”) in the word?” A answers either “No, there isn’t” or “Yes, there is”. If he answers “Yes, there is” he also writes the letter on the blackboard. For example: b — — .

What’s in the box?

Prepare a box containing a number of familiar items. Divide the students into Teams A and B and allow them to look at the items briefly. The teacher keeps the box. Members of each team in turn ask the teacher, “Is there a —— in the box?” If the teacher answers “Yes, there is”, that team gets a point.

How many are there?

Prepare about 20 pictures, each one showing a number of identical items (e.g. 5 spoons, 10 apples). Divide the class into two teams and give 10 pictures to each team. A member of Team A shows Team B one of the pictures, then covers it up and asks: “How many ——s are there in this picture?” A member of Team B will say: “There are (e.g. 5 spoons) in the picture”. If he has guessed correctly, his team gets the point. If he has guessed incorrectly, the Team A member must say “No, there aren’t. There are (e.g. 6)”, and his team wins the point. The teams take turns asking questions about each other’s pictures.

CONVERSATION PRACTICES

1.

Do Steps 1-4. Substitute other countable nouns. For example, “orange, apple, book, key”, etc. Elicit both affirmative and negative responses.

A. IS THERE A (e.g. pencil) ON THE TABLE?

B. YES, THERE IS/NO, THERE ISN’T.

Pronunciation Hint: Emphasize the fact that the main stress in the question is on the noun (pencil) and that the indefinite article “a” is pronounced as /ə/. Practise the noun phrases separately, e.g. a pen, a pencil, a book. This should help eliminate the common error of using “one” instead of “a”.

2.

Do Steps 1-4. Substitute other countable nouns and adverbial phrases of place. Continue with other numbers also, e.g. “Are there 10 chairs on the floor?”

A. ARE THERE 2 (e.g. books) ON THE TABLE?

B. YES, THERE ARE/NO, THERE AREN’T.

UNIT TWO — LESSON THREE

Pronunciation Hint: Students might confuse the new structure “there are” with “they are”, both in sound and in structural use. They will need practice in contrasting the two.

e.g. “Are there 2 books on the table?”	“Yes, there á re”.
	/ ð ɛ r ʌ r /
“Are they my books?”	“Yes, they á re”.
	/ ð eɪ ʌ r /

The negative forms of these structures also need to be contrasted.

e.g. No, there aren't.	/ ð ɛ r ʌ r n t /
No, they aren't.	/ ð eɪ ʌ r n t /

3.

Do Steps 1-4. Substitute countable nouns and adverbial phrases of place. Place a few groups of items on the table (e.g. 2 brushes, 3 combs, 5 pens, etc.). Ask the “How many” question about each group. Then ask “What’s on the table?” to elicit a longer response such as: “There are 2 brushes, 3 combs and 5 pens on the table”. For Step 4, have A put a number of items on his own desk as he asks “How many ——s are there on my desk?” Continue with questions such as: “How many people/men/women are there in the class?”

- A. HOW MANY (e.g. pens) ARE THERE ON THE TABLE?**
- B. THERE ARE (e.g. 3 pens) ON THE TABLE.**

4.

Do Steps 1-3 only. Substitute other countable nouns and adverbial phrases of place. Note that the adverbial phrase is left out of Line 2.

- A. HOW MANY (e.g. keys) ARE THERE ON THE TABLE?**
- B. THERE ARE (e.g. 2).**
- A. WHOSE ARE THEY?**
- B. THEY'RE (e.g. yours/John's).**

Pronunciation Hint: Students will need extra practice in pronouncing and differentiating between “there are” and “they’re”. Have them listen to and repeat Lines 2 and 4 of this Practice.

e.g. “There are 2”.	/ ð ɛ r ə r t u w /
“They’re yours”.	/ ð ɛ r y o r z /

Point out that “there” and “they’re” are both pronounced as / ð ɛ r /, but that “there are” is made up of two syllables whereas “they’re” is only one syllable.

5.

Do Steps 1-3 only. Use a calendar. Point to each day of the week as you mention it. Then ask “How many days are there in a week?”

- A. WHAT ARE THE DAYS OF THE WEEK?**
- B. THE DAYS OF THE WEEK ARE: SUNDAY, MONDAY, TUESDAY, WEDNESDAY, THURSDAY, FRIDAY, SATURDAY.**
- A. WHAT DAY IS THIS? (pointing to calendar)**
- B. IT'S (e.g. Monday).**

UNIT TWO — LESSON THREE

Pronunciation Hint: Students may have difficulty pronouncing “Tuesday” and “Thursday” and differentiating between the two. Drill the initial sound of each and contrast them.

e.g. tin	/tɪn/	thin	/θɪn/
tank	/tænk/	thank	/θænk/
Tuesday	/tyuɪwzdeɪ/	Thursday	/θərzdeɪ/

Point out that all of the days of the week are stressed on the first syllable. “Wednesday” may cause problems because of its spelling. Make sure students realize that it is pronounced /Wɛnzdeɪ/.

6.

Do Steps 1 and 2 only. Point to the days on a calendar as you say the Practice and have the class repeat it.

- A. THIS IS TODAY. TODAY IS (e.g. Monday).
THIS IS TOMORROW. TOMORROW IS (e.g. Tuesday).
THIS WAS YESTERDAY. YESTERDAY WAS (e.g. Sunday).**

7.

First do Steps 1-3. Then do Step 4 with the last two lines. Continue the same Practice with “tomorrow”. Note that in this case future is expressed with the present tense of “be”, e.g. “Is tomorrow Tuesday?” etc.

- A. IS TODAY (e.g. Monday)?
B. YES, IT IS.
A. IS TODAY (e.g. Thursday)?
B. NO, IT ISN'T.
A. to C. WHAT DAY IS (IT) TODAY?
C. TODAY IS/IT'S (e.g. Monday).**

8.

Do Steps 1-4.

- A. WAS YESTERDAY (e.g. Sunday)?
B. YES, IT WAS.
A. WAS YESTERDAY (e.g. Wednesday)?
B. NO, IT WASN'T.
A. to C. WHAT DAY WAS (IT) YESTERDAY?
C. YESTERDAY/IT WAS (e.g. Sunday).**

9.

Do Steps 1-4. Continue with “What day is (it) tomorrow?” and “What day was (it) yesterday?” In Line 3, in place of “go to school”, substitute other activities such as “go to the supermarket, go to the movies, wash clothes”, etc. List these activities on the blackboard to guide the students in Step 4. Note the use of “s” in “on Mondays” to denote habitual action.

- A. WHAT DAY IS (IT) TODAY?
B. TODAY IS (e.g. Monday).
A. DO YOU GO TO SCHOOL ON (e.g. Mondays)?
B. YES, I DO/YES, SOMETIMES/NO, I DON'T.**

UNIT TWO — LESSON THREE

10.

Do Steps 1-3 only.

- A. IS TODAY (e.g. Tuesday)?
- B. NO, IT ISN'T. IT'S (e.g. Monday).
- A. WAS YESTERDAY (Thursday)?
- B. NO, IT WASN'T. IT WAS (e.g. Sunday).

11.

Practice 11 contains a series of patterns already introduced in the lesson. Do Step 3 only. A is always the teacher, but B can be the whole class, one student or a series of students. Have a calendar visible. Keep the pace lively.

- A. HOW MANY DAYS ARE THERE IN A WEEK?
- B. THERE ARE SEVEN DAYS IN A WEEK.
- A. WHAT DAY IS TODAY?
- B. TODAY IS (e.g. Monday).
- A. IS TODAY (e.g. Monday)?
- B. YES, IT IS.
- A. WAS YESTERDAY (e.g. Sunday)?
- B. YES, IT WAS.
- A. IS TODAY (e.g. Friday)?
- B. NO, IT ISN'T.
- A. WHAT DAY IS IT?
- B. IT'S (e.g. Monday).
- A. IS TOMORROW (e.g. Tuesday)?
- B. YES, IT IS.
- A. WAS YESTERDAY (e.g. Friday)?
- B. NO, IT WASN'T.
- A. WHAT DAY WAS IT?
- B. IT WAS (e.g. Sunday).
- A. WHAT DAY IS TOMORROW?
- B. TOMORROW IS (e.g. Tuesday).

MANIPULATION DRILLS

1.

Do Step 3 only. A is the teacher and B is a series of individual students. Substitute a wide variety of countable nouns, adverbials of place and possessive forms of names.

- A. THERE ARE FIVE COMBS ON THE CHAIR. PETER'S
- B. THERE ARE FIVE COMBS ON THE CHAIR. THEY'RE PETER'S.
- A. THERE ARE TEN PENS IN THE GLASS. MARIA'S
- B. THERE ARE TEN PENS IN THE GLASS. THEY'RE MARIA'S.
- A. SIX BOOKS ON THE DESK. JOHN'S
- THREE KEYS IN MY POCKET. MICHAEL'S
- etc.

UNIT TWO — LESSON THREE

2.

Do Step 3 only. A is the teacher. B is the whole class or a series of individual students. B is asked to convert the sentence into the plural.

- A. THERE'S A BRUSH ON THE TABLE. TWO
- B. THERE ARE TWO BRUSHES ON THE TABLE.
- A. THERE'S A MAN/WOMAN IN THE ROOM. TEN
- B. THERE ARE TEN MEN/WOMEN IN THE ROOM.
- A. THERE'S A PERSON IN THE CAR. FIVE
- B. THERE ARE FIVE PEOPLE IN THE CAR.
- A. A PENNY IN MY POCKET/PURSE. TWENTY
- A. A SALESMAN IN THE STORE. TWO
- etc.

3.

Do Step 3 only. This is a question formation drill.

- | | |
|--|---|
| A. THERE ARE TWENTY PEOPLE IN THE ROOM. HOW MANY | B. HOW MANY PEOPLE ARE THERE IN THE ROOM? |
| A. THEY'RE STUDENTS. WHAT | B. WHAT ARE THEY? |
| A. THERE ARE TWO BOOKS ON THE TABLE. HOW MANY | B. HOW MANY BOOKS ARE THERE ON THE TABLE? |
| A. THEY'RE JOHN'S. WHOSE | B. WHOSE ARE THEY? |

4.

This drill contrasts the affirmative and negative of short answers with "be". B repeats A's statement and then gives the negative form.

- | | |
|--------------------|--|
| A. YES, THERE IS. | B. YES, THERE IS. NO, THERE ISN'T. |
| A. YES, THERE ARE. | B. YES, THERE ARE. NO, THERE AREN'T. |
| A. YES, IT IS. | B. YES, IT IS. NO, IT ISN'T. |
| A. YES, THEY ARE. | B. YES, THEY ARE. NO, THEY'RE NOT (THEY AREN'T). |

NOTES

Unit Two – LESSON FOUR

CONTENT

PATTERNS	VOCABULARY	
<p>Are you at school now? Were you/we/they at school yesterday? Was I/he/she at school yesterday? Yes, I/he/she was. No, I/he/she wasn't. Yes, you/we/they were. No, you/we/they weren't. Where were you yesterday? I was at home yesterday (but he wasn't). He was there yesterday too.</p> <p>What do you do every day/on Saturdays? I get up every day. Then I brush my teeth. When do you go to school? I go to school on Mondays. I don't go to school on Sundays.</p> <p>Who is Susan Baker/this? Susan plays with her dolls.</p> <p>Ask him/them.</p>	NOUNS	EXPRESSION
	<p>brother sister family daughter doll (Chinese) food</p>	I'm fine, thanks.
		PREPOSITION
	VERBS	under
	<p>play (with) like brush comb put</p>	
	ADVERBIALS	
	<p>now every day then here</p>	

UNIT TWO — LESSON FOUR

STRUCTURE NOTES

“Be” — Simple Past Tense: The two forms of “be” in the Simple Past Tense — “was” and “were” — are practised in all persons. They appear in the following patterns. Note that these sentences contain adverbials of both place and time, in that order.

Verb: **BE** — Simple Past Tense

	I/He/She We/You/They	was were	at school at school	yesterday. yesterday.	Statement
	Was Were	John you	at school at school	yesterday? yesterday?	Yes/No Question
Where	were	you		yesterday?	Question-word Question

Short Answers

Affirmative

Negative

Yes, I/he/she was.	No, I/he/she wasn't.
Yes, we/you/they were.	No, we/you/they weren't.

“Here/there”: The adverbs “here” and “there” are practised in Manipulation Drill 2. Explain their use as replacements for phrases of place.

Habitual Tense: The Habitual Tense is practised extensively with adverbial phrases of place and time, in that order. The negative statement pattern is introduced. Questions with “what” and “when” are practised.

Habitual Tense + Adverbial of Place + Adverbial of Time

		I I	go don't go	to school to school	on Mondays. on Sundays.	Statement
	Do	you	go	to work	on Saturdays?	Yes/No Question
What When	do do	you you	do go	 to work?	on Saturdays?	Question-word Question

Note that adverbial phrases of time are practised in two positions:

- (1) after the adverbial of place, e.g. “I go to school on Mondays”.
- (2) before the subject, e.g. “On Tuesdays she irons clothes”.

“Who”: The question word “who” appears in the Students' Workbook (e.g. “Who is Susan?”). At this point it is used only with the verb “be”.

Object Pronouns: The object pronouns “him” and “them” are used in Practices 4 and 5. Since they are used only by the teacher, it may not be necessary at this point to explain their form.

SUGGESTIONS

Teaching Aids: A calendar; pictures of everyday activities, e.g. a man brushing his teeth; pictures of common centres of activity, e.g. a bank, a supermarket, a post office, an office building, a laundromat, a hospital.

UNIT TWO — LESSON FOUR

Habitual Tense: Practice in the use of this tense for habitual activities (with the days of the week and “every day”) is a key point of this lesson. Use as many activities as possible to add variety. Introduce new activities with pictures.

Questions and Statements: Teachers often discover that students find it difficult to distinguish audially between questions and statements, i.e., between “am I” and “I am”, “is it” and “it’s”, etc. Several teachers have used the following exercise very successfully. It is based on the assumption that questions usually require answers, whereas statements usually do not.

1. Make a list of statements and simple “yes/no” questions.
2. Ask the students, individually and chorally, to reply with a “yes” answer (later a “no” answer) to every question, and to remain silent after every statement. Demonstrate with a few examples.
3. At first do the exercise slowly, speeding it up as the students become more proficient. Recording the questions and statements on tape, with spaces between the possible answers, sharpens the students’ ears, since they can no longer depend on the teacher’s facial movements for clues.

Sample Exercise:

TEACHER	STUDENT
He’s at home.	(Silence)
Are they doctors?	Yes, they are.
The box is in the bag.	(Silence)
Does she live at 35 Bond Street?	Yes, she does.
There are 3 books on the desk.	(Silence)
Was she at school yesterday?	Yes, she was.
Are there 3 books on the table?	Yes, there are.
Is he a student?	Yes, he is.
etc.	

Game:

Where’s the ———?

One student is sent out of the room while the class hides an item. When he returns, the class asks him: “Where’s the (e.g. pen)?” The student has three guesses; he can ask three yes/no questions.

- e.g. Is it (e.g. under the desk)?
Is it (e.g. in the basket)?
Is it (e.g. on the table)?

If, after three questions, he still does not guess the location of the item, the class tells him. Teams could also play this game.

CONVERSATION PRACTICES

1.

Do Step 3 only.

- A. WHAT DAY IS (IT) TODAY?
B. TODAY IS (e.g. Tuesday).
A. WHAT DAY WAS (IT) YESTERDAY?
B. YESTERDAY WAS (e.g. Monday).
A. WHAT DAY IS (IT) TOMORROW?
B. TOMORROW IS (e.g. Wednesday).

UNIT TWO — LESSON FOUR

2.

First do Steps 1-3 with the whole Practice. Then do Step 4 with Lines 5-6. You may want to replace "yesterday" with, for example, "Friday". If B doesn't know the answer to Line 5, ask another student.

- A. ARE YOU AT SCHOOL NOW?
- B. YES, I AM.
- A. WERE YOU AT SCHOOL YESTERDAY?
- B. YES, I WAS/NO, I WASN'T.
- A. WAS C AT SCHOOL YESTERDAY?
- B. YES, HE/SHE WAS or NO, HE/SHE WASN'T.

3.

First do Steps 1-3 with the whole Practice. Then do Step 4 with Lines 5-6. If B doesn't know the answer to Line 5, ask another student.

- A. AM I AT SCHOOL NOW?
- B. YES, YOU ARE.
- A. WAS I AT SCHOOL YESTERDAY?
- B. YES, YOU WERE/NO, YOU WEREN'T.
- A. WERE C AND D AT SCHOOL YESTERDAY?
- B. YES, THEY WERE/NO, THEY WEREN'T/C WAS, BUT D WASN'T.

4.

Do Step 3 only. A is the teacher. You may want to use pictures to introduce other adverbial phrases of place. For example: "at the bank, at the post office, at the supermarket, at home, in an office, at Black's Department Store".

- A. WERE YOU (e.g. at the bank) YESTERDAY?
- B. YES, I WAS/NO, I WASN'T.
- A. WAS C (e.g. at the bank) YESTERDAY?
- B. I DON'T KNOW.
- A. ASK HIM.
- B. to C. WERE YOU (e.g. at the bank) YESTERDAY?
- C. YES, I WAS/NO, I WASN'T.
- B. to A. YES, HE WAS/NO, HE WASN'T (e.g. at the bank) YESTERDAY.

5.

Do Step 3 only. A is the teacher. Substitute other adverbial phrases of place.

- A. to B. WERE C AND D (e.g. in Montreal) YESTERDAY?
- B. I DON'T KNOW.
- A. ASK THEM.
- B. to C. + D. WERE YOU (e.g. in Montreal) YESTERDAY?
- C. YES, WE WERE/NO, WE WEREN'T.
- or
- D WAS, BUT I WASN'T/D WASN'T, BUT I WAS.
- B. to A. YES, THEY WERE/NO, THEY WEREN'T/D WAS, BUT C WASN'T (e.g. in Montreal) YESTERDAY.

UNIT TWO — LESSON FOUR

6.

Practice 6 contains a series of patterns already learned in this lesson. Do Step 3 only. A is always the teacher and B is the whole class, one individual student or a series of students. Use adverbial substitutions given in Practice 4, e.g. at home, at the bank .

- A. ARE YOU AT SCHOOL NOW?
B. YES, I AM.
A. WERE YOU AT SCHOOL YESTERDAY?
B. YES, I WAS/NO, I WASN'T.
A. (Pointing to a student) IS HE IN MONTREAL NOW?
B. NO, HE ISN'T.
A. WAS HE IN MONTREAL YESTERDAY?
B. NO, HE WASN'T.
A. IS HE AT SCHOOL NOW?
B. YES, HE IS.
A. ARE C AND D AT SCHOOL NOW?
B. YES, THEY ARE.
A. WERE THEY AT SCHOOL YESTERDAY?
B. YES, THEY WERE/NO, THEY WEREN'T/
C WAS, BUT D WASN'T.
A. WERE WE/YOU AT THE BANK YESTERDAY?
B. YES, I WAS/NO, I WASN'T or
YES, WE WERE/NO, WE WEREN'T.

7.

Do Steps 3 and 4. Substitute any countable nouns familiar to the class. Vary the position of the items so as to practise the prepositions "under, on, in".

- A. PUT THESE (e.g. keys) UNDER YOUR BOOK.
WHERE ARE THEY?
B. THEY'RE UNDER MY BOOK.
A. HOW MANY (e.g. keys) ARE THERE UNDER YOUR BOOK?
B. THERE ARE (e.g. 4).

8.

Do Steps 1 and 2 only. Point to a calendar and say, "Every day . . . on Sundays, Mondays," etc. Dramatize the following actions or use pictures.

- A. I GET UP EVERY DAY.
I WASH MY FACE.
THEN I BRUSH MY TEETH.
THEN I PUT MY CLOTHES ON.
THEN I COMB MY HAIR.
THEN I EAT BREAKFAST.

UNIT TWO — LESSON FOUR

9.

Do Step 3 once with the whole class. Then do Step 3 with individual students and allow them to vary the actions according to their real situation, e.g. "take a shower, shave". Provide them with the vocabulary to describe their own actions. Then ask "What does B do every day?" in order to elicit answers in the third person singular.

A. WHAT DO YOU DO EVERY DAY?

B. I GET UP.

I WASH MY FACE.

THEN I BRUSH MY TEETH, etc.

10.

Do Steps 1-4. Introduce the adverbial phrase of time "on the weekend" as a substitute for "on Saturdays and Sundays". The students may need to be cued for the last line. Ask students "When does B go to school/work/visit friends?".

A. DO YOU GET UP EVERY DAY?

B. YES, I DO.

A. DO YOU GO TO SCHOOL/WORK EVERY DAY?

B. NO, I DON'T. I DON'T GO TO SCHOOL/WORK ON SATURDAYS AND SUNDAYS.

A. WHAT DO YOU DO ON SATURDAYS AND SUNDAYS?

B. I (e.g. stay at home, visit friends, etc.).

11.

Do Steps 1-4. For Line 4 provide the students with a list of adverbial phrases of place. For example: "at the bank, at the post office, at an employment office, at home".

A. HI, B. HOW ARE YOU TODAY?

B. I'M FINE, THANKS.

A. WHERE WERE YOU YESTERDAY?

B. I WAS (e.g. at home).

I DON'T GO TO SCHOOL EVERY DAY.

Pronunciation Hint: The pronunciation of "where" /wɛr/ and "were" /wɛr/ is bound to cause problems. Drill each with rhyming words and then set up a drill to contrast them.

e.g. /— ɛr/ where, fair, share

/— ər/ were, fur, sure

UNIT TWO — LESSON FOUR

MANIPULATION DRILLS

1.

Do Step 3 only. A is the teacher and B is the whole class, one individual student, or a series of students. This is a substitution drill. First substitute only pronouns and names, so as to practise "was" and "were". Then substitute only adverbial phrases of place. Use the students' own names whenever possible.

I	was	at the bank/in Montreal.
You	were	at the post office.
He/She/John/Mary	was	at ——'s (department store) yesterday.
We/Peter and I/You and I	were	at school.
They/John and Mary	were	at work/home.

- e.g. A. I WAS AT THE BANK YESTERDAY. HE**
B. HE WAS AT THE BANK YESTERDAY.
A. PETER AND I
B. PETER AND I WERE AT THE BANK YESTERDAY.
A. THEY/YOU, etc.
- A. I WAS AT THE BANK YESTERDAY. AT SCHOOL**
B. I WAS AT SCHOOL YESTERDAY.
A. AT THE POST OFFICE/AT HOME, etc.

2.

Do Step 3 only. A (the teacher) makes a statement using "be" in the Present Tense. B (a student) changes the sentence into the past, at the same time replacing the name with a pronoun, the adverbial of place with "there" or "here" and "now" with "yesterday".

- | | |
|---|--|
| A. JOHN IS AT HOME NOW. | B. HE WAS THERE YESTERDAY TOO. |
| A. PETER AND MARIA ARE AT SCHOOL NOW. | B. THEY WERE HERE YESTERDAY TOO. |
| A. MARIA IS AT WORK NOW. | B. SHE WAS THERE YESTERDAY TOO. |
| A. STEVEN AND MICHAEL ARE IN MONTREAL NOW. | B. THEY WERE THERE YESTERDAY TOO. |

3.

Do Step 3 only. A (the teacher) makes an affirmative statement. B (the whole class or individual students) then repeats A's statement and adds a negative one. Continue with other activities. For example: "go to the bank, go to the post office, go to work, stay at home, visit —— mother".

- A. I GO TO SCHOOL ON MONDAYS. ON SUNDAYS**
B. I GO TO SCHOOL ON MONDAYS BUT I DON'T GO TO SCHOOL ON SUNDAYS.
- A. MRS. BAKER IRONS CLOTHES ON TUESDAYS. ON WEDNESDAYS**
B. MRS. BAKER IRONS CLOTHES ON TUESDAYS BUT SHE DOESN'T IRON CLOTHES ON WEDNESDAYS.
- A. THEY GO TO THE MOVIES ON SATURDAYS. ON FRIDAYS**
B. THEY GO TO THE MOVIES ON SATURDAYS BUT THEY DON'T GO TO THE MOVIES ON FRIDAYS.

UNIT TWO — LESSON FOUR

4.

Do Step 3 only. This is a question formation drill.

A. I WAS AT HOME YESTERDAY.

WHERE

A. HE WAS HERE YESTERDAY. WHERE

A. THEY'RE UNDER THE TABLE. WHERE

**A. THERE ARE FOUR CHAIRS IN THE
ROOM. HOW MANY**

**A. ON SATURDAYS THEY GO TO THE
MOVIES. WHERE**

**A. ON MONDAYS HE GOES TO SCHOOL.
WHERE**

**A. ON MONDAYS HE GOES TO SCHOOL.
WHAT**

**A. HE WASHES THE CAR ON SUNDAYS.
WHEN**

B. WHERE WERE YOU YESTERDAY?

B. WHERE WAS HE YESTERDAY?

B. WHERE ARE THEY?

**B. HOW MANY CHAIRS ARE THERE IN THE
ROOM?**

B. WHERE DO THEY GO ON SATURDAYS?

B. WHERE DOES HE GO ON MONDAYS?

B. WHAT DOES HE DO ON MONDAYS?

B. WHEN DOES HE WASH THE CAR?

Unit Two – LESSON FIVE

CONTENT

PATTERNS	VOCABULARY	
<p>This pencil is blue. It's a blue pencil. It's blue. What colour is your shirt?</p> <p>It's mine/yours/his/hers/ours/theirs. They're mine/yours/his/hers/ours/theirs.</p> <p>What's that over there? What are those over there? This book is here/mine. That book is there/yours. These books are mine. Those books are yours. Where was it? It was/They were on your desk. It is a present from Peter. It is gold with red stones.</p>	NOUNS	EXPRESSIONS
	<p>pear orange shelf bracelet present stones briefcase birthday hair</p> <p>Articles of Clothing: shirt blouse skirt pants (trousers) sweater jacket socks stockings etc.</p>	<p>Well, . . . Maybe he/she knows</p>
		PREPOSITIONS
		<p>with from</p>
		ADJECTIVES
		<p>new</p> <p>Colours: blue green gold red white black etc.</p>

UNIT TWO — LESSON FIVE

STRUCTURE NOTES

Position of Adjectives: This lesson introduces adjectives in two patterns. One is after the verb “be” as a predicate adjective, e.g. “It is *blue*.” The other is before a noun, e.g. “It is a *blue* dress.” All of the adjectives introduced in this lesson are colours, with the exception of “new” and the noun “birthday”, used as an adjective in “birthday party”.

Verb: **BE** + Adjective (+ Noun)

	This pencil It It	is is is	blue. blue. a blue pencil.	Statement
	Is Are	your pencil your eyes	blue (too)? blue (too)?	Yes/No Question
What colour What colour	is are	your pencil? your eyes?		Question-word Question

Prepositions: The prepositions “with” and “from” appear for the first time in the Students’ Workbook story.

Demonstratives: The demonstratives “that” and “those” are introduced and are contrasted with “this/these”. The difference between the ‘close’ demonstratives and the ‘far’ demonstratives is emphasized by practising “this/these” with “mine/here” and “that/those” with “yours/there”. It is important for the students to realize that the difference between “this/that” and “these/those” is one of distance from the speaker.

Possessive Pronouns: All of the possessive pronouns are introduced in this lesson. As an aid to the students, you may want to point out that all of the possessive pronouns except “mine” end in the sound /z/.

“How old is she?”: The question “How old is she?” and the accompanying answer, “She is — years old” appear only in the Students’ Workbook story. This pattern will be expanded and practised in further lessons.

SUGGESTIONS

Teaching Aid: A colour spectrum.

Colours: The basic colours are introduced in this lesson. Additional colours, such as purple, pink, mauve, beige, etc. should be taught as the need arises. Students may want to know how to express variations of shade, e.g. “light brown, dark brown”.

Game:

I see a (e.g. red) ‘blip’.

One student makes a statement about a classroom object or an article of clothing which he sees. Have him use a nonsense word, e.g. “blip, blank”, in place of the name of the object. The class tries to find out what object he is thinking of, by asking a series of yes/no questions.

e.g. Is it on the floor/wall/chair/table?

Is it a dress/suit/tie/book?

Is it John’s book/tie/suit?

CONVERSATION PRACTICES

1.

First do Steps 1-3. Then do Step 4 and develop into a chain. Get the students to use a variety of nouns and encourage them to use other adverbial phrases of place beginning with "in", "on" and "under".

- A. WHERE ARE MY (e.g. books)?**
- B. THEY WERE (e.g. on your desk) YESTERDAY.**
- A. WELL, THEY AREN'T THERE NOW.**
- B. ASK C, MAYBE HE/SHE KNOWS.**

2.

Do Steps 1 and 2 only. Point out objects and articles of clothing in the room which are the same colour so as to teach these basic colours: red, blue, yellow, green, brown, black, white, orange.

- A. THIS PENCIL IS BLUE. IT'S A BLUE PENCIL.**
- THIS BOOK IS BLUE TOO. IT'S A BLUE BOOK.**
- HER/HIS/JOHN'S SHOES ARE BLUE. THEY'RE BLUE SHOES.**

Pronunciation Hint: It is important to practise the following sentences. Note that the sentence containing "a" has an extra syllable.

- It's blue./They're blue. (2 syllables)
- It's a blue pen. (4 syllables)
- They're blue pens. (3 syllables)

Make sure that the article "a" is not inserted in "It's blue".

3.

Do Steps 1-4. Continue with articles of clothing and belongings, e.g. "purse, suit, dress, tie, trousers, socks". Continue Practice 3 with "What colour is/are, his/her ——?"

- A. WHAT COLOUR IS/ARE YOUR (e.g. hair, eyes)?**
- B. IT'S/THEY'RE (e.g. brown).**

4.

Do Steps 1-4. Let each student select the article of clothing which he wants to talk about. Develop into a chain.

- A. MY SHIRT IS BLUE. IS YOUR SHIRT BLUE TOO?**
- B. YES, IT IS. or**
NO, IT ISN'T. IT'S BROWN.

UNIT TWO — LESSON FIVE

5.

Do Step 3 only. A is always the teacher. B can be one individual student or a series of students. Continue with other nouns and colours.

- A. WHAT COLOUR IS THIS PENCIL?
- B. IT'S BLUE.
- A. IS YOUR PENCIL BLUE TOO?
- B. NO, IT ISN'T/YES, IT IS.
- A. WHAT COLOUR IS YOUR PENCIL?
- B. IT'S GREEN.
- A. WHERE IS YOUR PENCIL?
- B. IT'S ON THE DESK.
- A. WHAT COLOUR ARE THESE/HIS/HERS SHOES?
- B. THEY'RE BROWN.
- A. ARE YOUR SHOES BROWN TOO?
- B. YES, THEY ARE/NO, THEY AREN'T.
- A. WHAT COLOUR ARE YOUR SHOES?
- B. THEY'RE (e.g. black).

6.

Do Steps 1-3. Pick up or touch the items in question. Continue with any other noun substitutes. Emphasize articles of clothing, e.g. "sweater, jacket, ring, dress, socks, shoes", etc. Practise all of the possessive pronouns except "ours" and "theirs", as well as the possessives of proper names (e.g. John's, Miss Novak's).

- A. WHAT'S THIS?
- B. IT'S A (e.g. wallet).
- A. WHOSE IS IT?
- B. IT'S MINE/YOURS/HIS/HERS/____'S.
- A. WHAT COLOUR IS IT?
- B. IT'S (e.g. black).
- A. WHAT ARE THESE?
- B. THEY'RE (e.g. books).
- A. WHOSE ARE THEY?
- B. THEY'RE MINE/YOURS/HIS/HERS/____'S.
- A. WHAT COLOUR ARE THEY?
- B. THEY'RE (e.g. blue).

7.

Do Steps 1-3. This time point to the item as you ask "What's that over there?". Continue with other noun substitutes. Introduce the possessive pronoun "ours" with nouns describing joint classroom property, e.g. "window, chair, table, wall, door".

- A. WHAT'S THAT OVER THERE?
- B. IT'S A (e.g. jacket).
- A. WHOSE IS IT?
- B. IT'S MINE/YOURS/HIS/HERS/OURS/____'S.

UNIT TWO — LESSON FIVE

8.

Repeat the procedure outlined for Practice 7.

A. WHAT ARE THOSE OVER THERE?

B. THEY'RE (e.g. pencils).

A. WHOSE ARE THEY?

B. THEY'RE MINE/YOURS/HIS/HERS/OURS/____'S.

9.

Do Steps 1 and 2 only. Continue with other nouns in place of "book". As the students repeat these sentences, make sure that they pick up their own books when saying "this/these" and that they point to your book(s) when saying "that/those".

THIS BOOK IS MINE. THAT BOOK IS YOURS.

THESE BOOKS ARE MINE. THOSE BOOKS ARE YOURS.

THIS BOOK IS HERE. THAT BOOK IS THERE.

THESE BOOKS ARE HERE. THOSE BOOKS ARE THERE.

Pronunciation Hint: The four demonstratives — "this, that, these, those" — all begin with the voiced sound /ð/ which students may find difficult. Drill the /ð/ sound in contrast with /d/ and /z/.

10.

Do Steps 3 and 4. For Step 4 instruct A to pick up an item belonging to C.

A. WHOSE (e.g. purse, briefcase) IS THIS?

B. IT'S NOT MINE. MINE IS (e.g. black). ASK C.

A. to C. IS THIS YOUR (e.g. purse, briefcase)?

C. YES, IT IS. WHERE WAS IT?

A. IT WAS (e.g. under the chair).

MANIPULATION DRILLS

1.

Do Step 3 only. A is the teacher. B is the whole class or a series of individual students. This drill practises converting possessive adjectives or names with nouns into possessive pronouns.

A. IT'S JOHN'S BRIEFCASE.

B. IT'S HIS.

A. THEY'RE MY SHOES.

B. THEY'RE MINE.

A. IT'S MR. AND MRS. BAKER'S CAR.

B. IT'S THEIRS.

A. IT'S MARY'S SWEATER.

B. IT'S HERS.

A. THEY'RE YOUR BOOKS.

B. THEY'RE YOURS.

A. IT'S PETER'S AND MY HOUSE.

B. IT'S OURS.

A. THEY'RE MR. AND MRS. BAKER'S CHILDREN.

B. THEY'RE THEIRS.

UNIT TWO — LESSON FIVE

2.

Do Step 3 only. A (the teacher) says the singular sentence and B (a student) changes it into the plural form. Substitute other colours and nouns.

A. IT'S BLUE.

B. THEY'RE BLUE.

A. IT'S A BLUE PEN.

B. THEY'RE BLUE PENS.

3.

Do Step 3 only. This is a question formation drill.

A. IT'S WHITE. WHAT COLOUR

B. WHAT COLOUR IS IT?

A. THEY'RE GREEN. WHAT COLOUR

B. WHAT COLOUR ARE THEY?

A. IT'S MINE. WHOSE

B. WHOSE IS IT?

A. THEY'RE JOHN'S. WHOSE

B. WHOSE ARE THEY?

Unit Two – LESSON SIX

CONTENT

PATTERNS	VOCABULARY	
	NOUNS	VERBS
Draw an apple in the box. He doesn't like work, but he goes to work every day.	magazine cigar spaghetti cards	smoke read

UNIT TWO — LESSON SIX

STRUCTURE NOTES

A few new nouns appear in this lesson. Two new verbs, "smoke" and "read", are practised in the Habitual Tense.

SUGGESTIONS

This lesson is based entirely on the material in the Students' Workbook. Have the students keep their books open from the beginning of the lesson.

PART I

This section of the Students' Workbook is a visual review. Explain the word "draw" to the students before having them look at the pictures.

PART II

Part II of the Students' Workbook consists of a series of exercises to provide written reinforcement of a number of important structures learned in Unit Two. They may be done orally first.

PART III

Part III introduces an important new skill using review material. Here the student has his first opportunity to do some simple sequential writing. Go over the pictures first. Ask a question or questions about each statement, e.g. in Picture 1, "What food does this man like?" "When does he eat spaghetti?" "Who eats spaghetti every day?"

After the students have answered all of the questions orally, have them write the answers in complete sentences. Explain what a paragraph is (show them one of the stories from the previous lessons) and ask them to write their answers in paragraph form.

For Picture 9, show the students that they can join the two sentences with "but".

If time permits and the students have managed this writing exercise without too much difficulty, ask them to change "This man" to "These men" and produce the paragraph in the plural.

PART IV

This conversation is designed as a multiple substitution. Go over each set of substitutions with the students. Then allow them to choose one of the four sets. Put the choices on the board.

Substitute: movies, books, see every week
 pears, apples, eat every day
 books, newspapers, read every week
 cigarettes, cigars, smoke every day

PART V

Part V of the Students' Workbook is not intended for classroom use. It is intended for those students who want to see the structures they have learned throughout Unit Two presented in chart form.

Unit Three — LESSON ONE

CONTENT

PATTERNS		VOCABULARY	
What time is it (now)? It's ten o'clock. ten-thirty. a quarter to/after ten. five (minutes) to/after ten. I get up at 7 a.m. every day. (At) what time do you get up? He goes to school at eight o'clock in the morning. He goes to school at 8 a.m. (on Mondays). What does "p.m." mean? It means from 12 noon to 12 midnight. But my watch says ____. Then your watch is wrong/—minutes fast, slow. Do you have a house, an apartment or a room? I have/He has an apartment. How many rooms does your house have? It has three rooms. What street do you live on? I live on ____ Street.	NOUNS	EXPRESSIONS	
		go to sleep come home from work My watch says ____	
	(alarm) clock house apartment room bedroom bathroom kitchen minute wrist finger housewife	ADJECTIVES	
		wrong right fast slow (very) busy	
		PREPOSITION	
		on (+ street name)	
		ADVERBIAL	
		at night	
	VERBS		
	make say come mean have clean		

UNIT THREE — LESSON ONE

STRUCTURE NOTES

Time Expressions: This lesson introduces telling time by the clock. The time expressions practised here are: — o'clock, — - thirty, a quarter to/after —, — (minutes) to/after —, — a.m./p.m. Note that "a.m." and "p.m." are most commonly used in patterns such as: "It's 10 a.m./p.m." where they replace the word "o'clock". In Practice 5 the idiomatic expression "my watch says" is introduced.

Adverbial Phrases of Place and Time: A number of verbs are practised in the Habitual Tense, followed by adverbial phrases of both place and time. Note the order of the different types of adverbial phrases. The time adverbials go in order from the most specific to the least specific.

Habitual Tense + Place Adverbial + Time Adverbials

I	go	to school	at nine		every day.
He	goes	to work	at eight o'clock		in the evening.
We	come	home from work	at five-thirty		on Mondays.
They	go	to school	at 11	a.m.	on Tuesdays.
I	go	to school	at ten o'clock	in the morning	on Tuesdays.

"Have": The verb "have" is practised in the following patterns in the Habitual Tense.

Verb: **HAVE** — Habitual Tense

		I	have	a house.	
		He/She	has	a house.	Statement
	Do	you	have	a house?	Yes/No
	Does	he/she	have	a house?	Question
How many rooms	does	it	have?		Question-word
					Question

The negative statements "I don't have a (e.g. car)" and "He doesn't have a (e.g. watch)" are practised in Manipulation Drill 2.

"On" + street name: The preposition "on" is practised with street names and is contrasted with "at" in these patterns (see Practice 9):

"I live on Bond Street."

"Then you live at 10 Bond Street."

Note that "on" appears at the end of the question "What street do you live on?" The placement of prepositions at the end of sentences should be emphasized, since it is a common phenomenon in English. The following chart might be helpful:

		I	live	on	Bond Street.	Statement
What street	do	you	live	on?		Question-word Question

SUGGESTIONS

Students' Workbook: Note that contractions are used in the Students' Workbook from Unit Three on. Allow students to write either full or contracted forms and explain each printed contraction (e.g. didn't = did not).

UNIT THREE — LESSON ONE

Teaching Aid: A clock with moveable hands or one drawn on the blackboard.

Backward Build-up: With sentences containing more than one adverbial phrase after the verb, practise each phrase separately and then practise them in groups, moving from the end of the sentence to the beginning.

e.g. "She goes to work at eight o'clock in the evening on Mondays."

on Mondays

in the evening

at eight o'clock

at eight o'clock in the evening

at eight o'clock in the evening on Mondays

to work at eight o'clock in the evening on Mondays

She goes to work at eight o'clock in the evening on Mondays.

Games:

When do I ——?

Divide the class into two teams. Have one student who isn't on either team come to the front of the class and ask the teams to guess the answers to questions such as:

"When do I get up?

go to sleep?

eat breakfast/lunch/supper?

go to school/work?

come home from school/work?

wash clothes?

watch T.V.?

clean the house?"

Team members guess by asking yes/no questions such as: "Do you get up at 7 a.m.? Do you go to sleep at 11 p.m.? Do you wash clothes on Mondays? Do you watch T.V. in the evening?", etc. The team that gets the most "Yes" answers wins the game.

How many —— do they have?

Students listen to the teacher's statements and then take turns answering the questions as quickly as possible.

e.g. Teacher: "They have two bedrooms, a kitchen, a living room and a bathroom in their house. How many rooms do they have?"

Student: "They have five rooms."

Continue with statements listing names of children and animals, then asking "How many children/pets do they have?"

UNIT THREE — LESSON ONE

CONVERSATION PRACTICES

1

Do Steps 1 and 2 only. As you say each statement, change the time on a clock you have drawn on the blackboard, or use a toy clock with moveable hands. Continue with a wide variety of times. Have the whole class and individual students repeat the statements.

IT'S TEN O'CLOCK.
IT'S TEN-THIRTY.
IT'S ELEVEN O'CLOCK.
IT'S A QUARTER AFTER ELEVEN.
IT'S A QUARTER TO TWELVE.
IT'S FIVE (MINUTES) AFTER TWELVE.
IT'S FIVE (MINUTES) TO ONE.
IT'S TWENTY (MINUTES) AFTER ONE.
IT'S TWENTY-FIVE (MINUTES) TO TWO.
etc.

Pronunciation Hint: Note that the primary stress in all of these time expressions falls on the last word. Point out that it should take the same amount of time to say a long time expression as a short one. Practise saying long and short time expressions alternately.

e.g. It's tēn o'clock.
It's a quārter to tēn.
It's tēn to tēn.
It's twenty-five to tēn.

Note that the "a" in "a quarter to/after" is pronounced as /ə/.

2

Do Steps 1-4. Draw a clock on the blackboard or use a toy clock with moveable hands. Each time you ask "What time is it?" change the time on the clock. For Step 4 have one student at a time come to the blackboard and change the time on the clock as he asks "What time is it?"

A. WHAT TIME IS IT (NOW)?
B. IT'S ____ O'CLOCK.
or ____ -THIRTY.
or A QUARTER TO/AFTER ____.
or ____ (MINUTES) TO/AFTER ____.

3

Do Steps 1-3 only. Write the abbreviated form you are asking about on the blackboard, e.g. "8:45 p.m., 12:30 p.m., 10:50 a.m." This is a good chance to review "in the morning/afternoon/evening" and to introduce "at night."

A. WHAT DOES "A.M." MEAN?
B. IT MEANS FROM 12 MIDNIGHT TO 12 NOON.
A. WHAT DOES "P.M." MEAN?
B. IT MEANS FROM 12 NOON TO 12 MIDNIGHT.
A. WHAT DOES (e.g. 7:10 a.m.) MEAN?
B. IT MEANS (e.g. ten after seven in the morning).

UNIT THREE — LESSON ONE

4

Do Steps 1-4. Continue with other activities such as: "eat breakfast/lunch/supper; go to work/school/sleep; make breakfast/lunch/supper; come home from work/school." Develop Step 4 into a chain, getting the students to ask one another questions about a different activity each time. Encourage the use of "a.m." and "p.m.", pointing out that they replace "o'clock".

- A. I GET UP AT ____ A.M. EVERY DAY.**
- (AT) WHAT TIME DO YOU GET UP?**
- B. I GET UP AT ____ A.M.**

Pronunciation Hint: Use a backward build-up drill to practise the sentences containing a few adverbial phrases.

- e.g. every day
- at 11 p.m. every day
- I go to sleep at 11 p.m. every day.

5

Do Steps 1-4. For Step 4, if possible, choose two students whose watches don't coincide.

- A. WHAT TIME IS IT, PLEASE?**
- B. IT'S ____.**
- A. BUT MY WATCH SAYS ____.**
- B. THEN YOUR WATCH IS WRONG.**
- or THEN YOUR WATCH IS ____ MINUTES FAST/SLOW.**

Pronunciation Hint: Students often tend to mispronounce "says" as /seyz/. Drill the /ey/- /ε / contrast and point out that /s ε z/ rhymes with /f ε z/. Also note that students often try to pronounce both the /w/ and the /r/ in "wrong". Drill "wrong" /rɒŋ/ with "rang; Ron, run", etc.

6

Do Steps 1-4. Continue with other nouns. Then continue with "Does C/he/she have a——?"

- A. DO YOU HAVE A WATCH/RING/PEN?**
- B. YES, I DO.**
- A. WHERE IS IT?**
- B. IT'S ON MY WRIST/FINGER/DESK.**

7

Do Steps 3 and 4. Interrupt Step 4 with questions in the third person, e.g. "Does C have a watch?"

- A. DO YOU HAVE A WATCH?**
- B. YES, I DO.**
- A. WHAT TIME IS IT, PLEASE?**
- B. IT'S ____.**

8

Do Steps 1-3 only.

- A. WHAT TIME IS IT, PLEASE?
 B. IT'S _____.
 A. to C. IS HIS/HER WATCH RIGHT?
 C. YES, IT IS.
 or NO, IT'S NOT. IT'S WRONG. IT'S _____ MINUTES FAST/SLOW.

9

First do Steps 1-3 with the whole Practice. Then do Step 4 with Lines 5-9.




- A. DOES MR. BAKER LIVE ON BAKER STREET?
 B. NO, HE DOESN'T.
 A. DOES HE LIVE ON WILSON STREET?
 B. YES, HE DOES.
 A. WHAT STREET DO YOU LIVE ON?
 B. I LIVE ON (e.g. Bond Street).
 A. WHAT NUMBER?
 B. (e.g. 10).
 A. THEN YOU LIVE AT (e.g. 10 Bond Street).

10

Do Steps 1-4.

- A. DO YOU HAVE A HOUSE, AN APARTMENT OR A ROOM?
 B. I HAVE (e.g. an apartment).
 A. to C. DOES B HAVE A HOUSE, AN APARTMENT OR A ROOM?
 C. HE/SHE HAS (e.g. an apartment).

Pronunciation Hint: Practise the correct stress and intonation of the pattern:

"Do you have a  house an  apartment or a  room ?"

11

Do Steps 1-4. Then combine Lines 1 and 2 of Practice 10 with Practice 11.

- A. HOW MANY ROOMS DOES YOUR HOUSE/APARTMENT HAVE?
 B. IT HAS _____ ROOMS.
 A. HOW MANY BEDROOMS/BATHROOMS/KITCHENS DOES IT HAVE?
 B. IT HAS _____.

MANIPULATION DRILLS

1

Do Step 3 only. A is the teacher and B is the whole class, one individual student or a series of students. Use the following frame for a substitution drill. Give the students practice in substituting adverbial phrases of time, verb phrases (activities) and subjects separately. Then combine all three in a multiple substitution drill in which the students must insert any of the three into the sentence.

UNIT THREE — LESSON ONE

SUBJECT	VERB PHRASE	TIME ADVERBIAL
I	eat lunch/breakfast/supper	at noon/night.
You	get up	in the morning/afternoon/evening.
Peter	go to work/sleep/school	at——a.m./p.m.
Eva	make breakfast/supper/lunch	at——o'clock/-thirty.
We	come home from work/school	at——to/after——.
They	watch T.V./study English	

A. I EAT LUNCH AT TWELVE-THIRTY. AT NOON
B. I EAT LUNCH AT NOON.
A. AT A QUARTER AFTER TWELVE
B. I EAT LUNCH AT A QUARTER AFTER TWELVE.

A. I GET UP AT 7 A.M. PETER
B. PETER GETS UP AT 7 A.M.

A. EVA MAKES SUPPER AT FIVE-THIRTY. COMES HOME FROM WORK
B. EVA COMES HOME FROM WORK AT FIVE-THIRTY.

A. I STUDY ENGLISH AT NIGHT. WATCH T.V.
B. I WATCH T.V. AT NIGHT.
A. IN THE AFTERNOON.
B. I WATCH T.V. IN THE AFTERNOON.
A. EVA.
B. EVA WATCHES T.V. IN THE AFTERNOON.

2

Do Step 3 only. In this drill the students repeat your affirmative statement and add a negative one to it. After extensive practice with "I", substitute "we/you/they" and then "he/she".

- A. I HAVE A BICYCLE BUT I DON'T HAVE A CAR.**
- B. I HAVE A BICYCLE BUT I DON'T HAVE A CAR.**
- A. I HAVE A JACKET — COAT**
- B. I HAVE A JACKET BUT I DON'T HAVE A COAT.**
- A. A WALLET — A PURSE**
- A PENCIL — A PEN**
- A RING — A WATCH**
- A WATCH — A CLOCK**
- etc.**

UNIT THREE — LESSON ONE

3

Do Step 3 only. This is a question formation drill. A (the teacher) states the answer and cues B with the question word.

- | | |
|---|--|
| A. IT'S TEN-THIRTY. WHAT TIME | B. WHAT TIME IS IT? |
| A. I EAT LUNCH AT NOON. WHAT TIME | B. WHAT TIME DO YOU EAT LUNCH? |
| A. I LIVE ON BOND STREET. WHAT | B. WHAT STREET DO YOU LIVE ON? |
| A. I LIVE AT 10 BOND STREET. WHERE | B. WHERE DO YOU LIVE? |
| A. MY APARTMENT HAS THREE ROOMS.
HOW MANY | B. HOW MANY ROOMS DOES YOUR
APARTMENT HAVE? |
| A. IT'S A QUARTER TO TWO. WHAT
TIME | B. WHAT TIME IS IT? |
| A. HE STUDIES ENGLISH IN THE EVENING.
WHEN | B. WHEN DOES HE STUDY ENGLISH? |
| A. SHE GETS UP AT 8 A.M. WHAT
TIME | B. WHAT TIME DOES SHE GET UP? |
| A. HE GOES TO SCHOOL ON MONDAYS.
WHERE | B. WHERE DOES HE GO ON MONDAYS? |

4

Do Step 3 only. In this substitution drill various adverbial phrases of time and place are substituted. Emphasize the fact that adverbials of place come before adverbials of time and that exact time (e.g. eight o'clock) comes before less exact time (e.g. in the morning, on Mondays).

- A. SHE GOES TO WORK AT EIGHT O'CLOCK. IN THE MORNING
 B. SHE GOES TO WORK AT EIGHT O'CLOCK IN THE MORNING.
 A. A.M.
 B. SHE GOES TO WORK AT 8 A.M.
- A. HE GOES TO SCHOOL AT EIGHT O'CLOCK. IN THE EVENING
 B. HE GOES TO SCHOOL AT EIGHT O'CLOCK IN THE EVENING.
 A. P.M.
 B. HE GOES TO SCHOOL AT 8 P.M.
- A. THEY GO TO WORK AT 7 A.M. AT 8 A.M.
- B. THEY GO TO WORK AT 8 A.M.
 A. TO SCHOOL
 B. THEY GO TO SCHOOL AT 8 A.M.
 A. ON MONDAYS
 B. THEY GO TO SCHOOL AT 8 A.M. ON MONDAYS.
 A. AT 8 P.M.
 TO SLEEP
 ON TUESDAYS
 etc.

Unit Three—LESSON TWO

CONTENT

PATTERNS	VOCABULARY	
<p>How do you get to school?</p> <p>I walk/drive (to school).</p> <p>I ride a bicycle (to school).</p> <p>I get a ride with (e.g. a friend).</p> <p>I take a bus/the subway.</p> <p>What bus do you take?</p> <p>I take the (e.g. Bay Street) bus.</p> <p>Where do you get off?</p> <p>I get off at (e.g. Bloor Street).</p> <p>(Then) take the — bus and get off at —.</p> <p>What school do you go to?</p> <p>I go to —.</p> <p>What month/year/season is it now?</p> <p>What was last month/year?</p> <p>When is (e.g. winter) in Canada?</p> <p>It's (e.g. from December to March).</p> <p>Were you in Canada last year?</p> <p>Where were you last night?</p> <p>I was at home last night too.</p> <p>Who works at Stetson's?</p> <p>Mr. Baker does.</p>	NOUNS	EXPRESSION
	<p>Means of Transportation:</p> <p>bus</p> <p>streetcar</p> <p>subway</p> <p>taxi</p> <p>bicycle</p> <p>etc.</p> <p>Months of the Year:</p> <p>January</p> <p>etc.</p> <p>Seasons:</p> <p>winter</p> <p>spring</p> <p>summer</p> <p>fall (autumn)</p> <p>nursery school</p> <p>friend</p> <p>week</p> <p>year</p> <p>month</p>	get a ride
		PREPOSITION
		far from
		ADVERBIALS
		<p>yesterday morning</p> <p>afternoon</p> <p>last night</p> <p>last Monday, etc.</p> <p>week</p> <p>month</p> <p>June, etc.</p> <p>year</p> <p>summer, etc.</p> <p>together</p>
	VERBS	
	<p>get (to)</p> <p>take</p> <p>get off</p> <p>drive</p> <p>walk</p> <p>ride</p> <p>open</p>	

UNIT THREE — LESSON TWO

STRUCTURE NOTES

Transportation Expressions: A few structures related to means of transportation and directions are introduced. They are:

- the verb “get”, in the sense of to go, or come to, or arrive at a place, as in “How do you get to school?”
- the two-word verb “get off”, as in “I get off at Bloor Street.”
- the verb “take”, as in “He takes the Bay Street bus.”
- the preposition “at” followed by the name of a street, as in “I get off at Bloor Street”, used to signify “at the corner of — and Bloor” .

Imperative: The imperative pattern of “take” and “get” is practised. For example: “Take the King Road bus.”

Adverbials of Time: A whole new set of adverbials of time, all signifying past time, and all beginning with “last”, is introduced. Point out the use of “last night” in contrast to “yesterday morning/afternoon”. These adverbials are practised with the verb “be” in the Simple Past Tense, which was first introduced in Unit Two, Lesson 4.

“Who”: The question word “who” is practised extensively in Manipulation Drill 2. Point out that questions with “who” do not contain “do/does”, and do not require a subject-verb switch since “who” simply replaces the subject.

e.g. Paul takes a bus to school.

“Who takes a bus to school?” as opposed to “How does Paul get to school?”

Joan works at Stetson’s.

“Who works at Stetson’s?” as opposed to “Where does Joan work?”

John was in France last year.

“Who was in France last year?” as opposed to “Where was John last year?”

Point out also that answers to questions with “who” contain only the subject plus the verb.

e.g. “Who was in Paris last summer?” “Eva was.”

“Who takes a bus to school?” “Paul does.”

SUGGESTIONS

Teaching Aids: A map of your city, a calendar, pictures depicting seasons, pictures of people travelling in/on various means of transportation (e.g. bus, subway, streetcar, car, motorcycle).

Game:

How do I get to school?

One student comes to the front of the class and states his address, e.g. “I live on — Street, not far from — Street.” The other students take turns trying to guess how he gets to school by asking yes/no questions such as:

“Do you take a bus (and a streetcar)?”

“Do you take the — bus?”

“Do you get off at —?”

In another version of the same game, students can make statements such as: “You take a bus and a streetcar to school. You take the Bay Street bus. You get off at College Street”. After each statement, the student whose route is being guessed says “right” or “wrong”.

UNIT THREE — LESSON TWO

CONVERSATION PRACTICES

1

Do Steps 1 and 2 only. Use pictures of people walking, driving, travelling by bus, streetcar, subway, taxi, motor scooter, bicycle, etc. Each time you show a picture, ask the introductory question.

A. HOW DOES HE/SHE GET TO SCHOOL?

B. HE/SHE WALKS.

DRIVES.

TAKES A BUS/STREETCAR/TAXI.

TAKES THE SUBWAY.

RIDES A BICYCLE.

GETS A RIDE WITH (e.g. a friend).

2

Do Steps 1-4. For Step 4 list the means of transportation on the blackboard as a guide to the students.

A. DO YOU WALK

DRIVE

TAKE A BUS/STREETCAR/TAXI

TAKE THE SUBWAY

RIDE A BICYCLE

GET A RIDE

B. YES, I DO/NO, I DON'T.

TO SCHOOL?

TO SCHOOL?

TO SCHOOL?

TO SCHOOL?

TO SCHOOL?

TO SCHOOL?

3

Do Steps 1-3 only. Cue the students with a blackboard list of means of transportation.

A. HOW DO YOU GET TO SCHOOL?

B. I WALK/DRIVE/RIDE A BICYCLE.

or I TAKE A — (AND A —).

or I GET A RIDE (WITH —).

4

Do Steps 3-4. Develop into a chain. Allow students to choose from among the means of transportation listed in Practices 2 and 3.

A. I (e.g. walk to school).

HOW DO YOU GET TO SCHOOL?

B. I (e.g. take a bus and the subway).

5

Do Steps 1-4. Continue with "How do you get to work?" and "Where do you work?"

A. HOW DO YOU GET TO SCHOOL?

B. I —.

A. WHAT SCHOOL DO YOU GO TO?

B. I GO TO —.

UNIT THREE — LESSON TWO

6

Do Steps 1 and 2 only. As you describe each of the routes (your own and those of two fictitious people) draw a map of the route on the blackboard, or point to it on a map of the city. Use the names of actual transportation lines in your city.

HOW DO I GET TO SCHOOL?

I TAKE A BUS.

I TAKE THE (e.g. Bay Street) BUS.

I GET OFF AT (e.g. Bloor Street).

HOW DOES JOHN GET TO SCHOOL?

HE TAKES THE SUBWAY.

HE TAKES THE (e.g. Yonge Street) SUBWAY.

HE GETS OFF AT (e.g. Bloor Street).

HOW DOES MARY GET TO SCHOOL?

SHE TAKES A BUS AND THE SUBWAY.

SHE TAKES THE (e.g. Bay Street) BUS.

SHE GETS OFF AT (e.g. Bloor Street).

THEN SHE TAKES THE (e.g. Bloor Street) SUBWAY

AND GETS OFF AT (e.g. Jane Street).

Pronunciation Hint: Students will need extra practice in saying long names such as: "the Báy Street bus, the Yónge Street subway, the Blóor Street subway". Make sure the stress is correct. Use names of streets and transportation lines which your students will need.

7

This Practice can be used only with students who get to school by means of public transportation. Ask "How do you get to school?" till you get an answer such as: "I take a/the—", and only then continue with the rest of the Practice. Do Steps 1-3 only. As you carry out Step 3 with B, ask other students to answer questions in the third person.

e.g. How does B get to school?

What bus does he take?

Where does he get off?

Point out the students' routes on a large map of the city. Some students will probably need to mention more than one means of transportation. To enable them to do this, refer them to the pattern: "Then I take the — and get off at —."

A. HOW DO YOU GET TO SCHOOL?

B. I TAKE A/THE —.

A. WHAT (e.g. bus) DO YOU TAKE?

B. I TAKE THE (e.g. Bay Street) BUS.

A. WHERE DO YOU GET OFF?

B. I GET OFF AT (e.g. Dupont Street).

(THEN I TAKE THE — AND GET OFF AT —).

UNIT THREE — LESSON TWO

8

Do Steps 3 and 4. Choose a few prominent places in your city and practise giving directions to these places from the location of your school. Use a map of the city, if possible.

A. HOW DO YOU GET TO (e.g. City Hall)?

B. TAKE THE — BUS AND GET OFF AT —.

SUBWAY

STREETCAR

(THEN TAKE THE — BUS AND GET OFF AT —.

SUBWAY

STREETCAR

Pronunciation Hint: Make sure that the students do not stress the “you” in “How do you get to —?” Explain that “you” in this case means “anyone”, “one”, or “I”.

9

Do Steps 1-3 only. Use a calendar. Point to each month as you say it. Then ask “How many months are there in a year?”

A. WHAT ARE THE MONTHS OF THE YEAR?

B. THE MONTHS OF THE YEAR ARE: —————.

A. WHAT MONTH IS THIS? (pointing to each month in turn).

B. IT'S (e.g. January).

Pronunciation Hint: In drilling the months of the year, pay special attention to where the stress falls. It might be useful to group the months according to which syllable is stressed.

e.g. **J**anuary
F**é**bruary
A**p**ril
A**u**gust

Jul**y**

S**e**pt**é**mber
O**c**t**ó**ber
N**ó**v**e**mber
D**e**c**e**mber

“March, May, June” have only one syllable and therefore pose no stress problem.

10

Do Steps 1-3 only.

A. WHAT MONTH IS IT NOW?

B. IT'S (e.g. January).

A. WHAT WAS LAST MONTH?

B. LAST MONTH/IT WAS (e.g. December).

A. WHAT YEAR IS IT NOW?

B. IT'S —.

A. WHAT WAS LAST YEAR?

B. LAST YEAR/IT WAS —.

Pronunciation Hint: Note that the names of years read like addresses, i.e., we say the numbers in groups of tens: 1975 = nineteen, seventy-five. Show how this is different from regular counting, e.g. 1,975 people = one thousand, nine hundred and seventy-five people.

UNIT THREE — LESSON TWO

11

Do Steps 1-3 only. Use a calendar to point out the months that belong to each season. You may also find pictures of seasons useful. Repeat Lines 3 and 4 to ask about each season of the year. Introduce both "fall" and "autumn". Vary the information according to your geographical location, of course.

- A. WHAT SEASON IS IT NOW?**
- B. IT'S (e.g. winter).**
- A. WHEN IS (e.g. winter) IN CANADA?**
- B. IT'S (e.g. from December to March).**

12

Do Steps 1-4. Continue with other time expressions beginning with "last". For example: "last May, last week, last winter, last summer". For Step 4 you may find it useful to list these time expressions on the blackboard. Interrupt Step 4 with questions in the third person, e.g. "Was C/he/she in Canada last ——?"

- A. WERE YOU IN CANADA LAST YEAR/MONTH?**
- B. YES, I WAS.**
- or*
- B. NO, I WASN'T.**
- A. WHERE WERE YOU?**
- B. I WAS IN (e.g. Chile).**

13

Do Steps 3 and 4. Develop into a chain. Provide the students with a blackboard list of adverbial phrases of place and time to guide them.

<i>e.g. at school</i>	
<i>at work</i>	<i>last night</i>
<i>at home</i>	<i>last Tuesday</i>
<i>in Montreal</i>	<i>last week</i>
<i>in England</i>	<i>last October</i>
<i>at ——'s house</i>	<i>last winter</i>
<i>at the movies</i>	<i>last year</i>

- A. I WAS (e.g. at home last night).**
- WHERE WERE YOU?**
- B. I WAS AT —— (TOO).**
- IN ——**

UNIT THREE — LESSON TWO

MANIPULATION DRILLS

1

Do Step 3 only. This is a multiple substitution drill. Substitute both place adverbials and time adverbials.

He	was	in Greece in Spain in New York at work at school at the movies at a friend's house	last year. last week. last month. last winter. last summer. last fall. last spring. last July, etc. yesterday morning/afternoon. last night.
----	-----	--	---

- A. HE WAS IN GREECE LAST YEAR.
LAST JULY
B. HE WAS IN GREECE LAST JULY.
A. IN SPAIN
B. HE WAS IN SPAIN LAST JULY.
etc.

2

Do Step 3 only. This is a question formation drill. A (the teacher) makes a statement and provides B with question words for forming corresponding questions.

- | | | |
|---|-------|--|
| A. PAUL TAKES A BUS TO SCHOOL. | HOW | B. HOW DOES PAUL GET TO SCHOOL? |
| | WHO | B. WHO TAKES A BUS TO SCHOOL? |
| A. MR. BAKER WORKS AT STETSON'S ON SATURDAYS. | WHO | B. WHO WORKS AT STETSON'S? |
| | WHERE | B. WHERE DOES MR. BAKER WORK ON SATURDAYS? |
| | WHEN | B. WHEN DOES MR. BAKER WORK AT STETSON'S? |
| A. I WAS IN GREECE LAST SUMMER. | WHERE | B. WHERE WERE YOU LAST SUMMER? |
| | WHEN | B. WHEN WERE YOU IN GREECE? |
| A. ANDREW GOES TO VALLEY STREET HIGH SCHOOL. | WHAT | B. WHAT SCHOOL DOES ANDREW GO TO? |
| | WHO | B. WHO GOES TO VALLEY STREET HIGH SCHOOL? |
| A. I TAKE THE BAY STREET BUS. | WHAT | B. WHAT BUS DO YOU TAKE? |
| A. THEY GET OFF AT BLOOR STREET. | WHERE | B. WHERE DO THEY GET OFF? |

NOTES

Unit Three – LESSON THREE

CONTENT

PATTERNS	VOCABULARY	
<p>I was here/at home. I was on time/late. Why was he at home? I was sick but I'm fine now. What time does our class usually start? It usually starts/ends at ____. How long does it usually last? It usually lasts (e.g. two and a half hours).</p> <p>Did it start/end at ____ yesterday? Did you/he/she point to the calendar? Yes, it/I/he/she did. No, it/I/he/she didn't.</p> <p>What time did it start/end? How long did it last? It started/ended at ____. It lasted (e.g. an hour). What did you/he/she do? I/he/she walked to the door. What did she open? She opened the door. Who opened the door? Susan did.</p>	NOUNS	EXPRESSIONS
	face nose ears eyes cheek mouth chin forehead meeting hour map chess	It's good to see you again on time I'm sorry
		ADJECTIVES
		sick fine angry dirty
		TIME DURATION EXPRESSIONS
	PREPOSITIONS	half an hour three-quarters of an hour an hour an hour and a half two hours two and a half hours
	across around	
	VERBS	
	start end last point to touch close pick up play	
	ADVERBIAL	
usually		

UNIT THREE — LESSON THREE

STRUCTURE NOTES

Simple Past Tense: In this lesson the Simple Past Tense is presented for the first time with verbs other than “be”. Only regular “-ed” verbs are practised here (e.g. started, ended, lasted, pointed, touched, walked, opened, closed). The “-ed” ending of these verbs is pronounced as one of /əd/, /t/ or /d/. Emphasize the fact that the Simple Past Tense form of the verb is the same for all persons. Verbs which have irregular past forms are reserved for further lessons. The Simple Past Tense is introduced in the following patterns. Note that not all of the question-word questions are practised extensively in this lesson. Pay special attention to “who” questions, contrasting them with others.

e.g. Susan closed the door.
Who closed the door?
What did she close?

Note that the verb in “who” questions carries the Past Tense ending, while with other question words the verb has no Past Tense ending. A useful hint for the students is that the Simple Past Tense has only one sign or marker in the sentence. It appears either in the verb, e.g. “opened, closed, came”, or in the auxiliary “did”, but never in both. A common error is forming “who” questions with two past markers, as in * “Who did close the door?”

Simple Past Tense

		It	started	at eight o'clock.	Statement
	Did	I/You/He/She	opened	the door.	
		it	start	at eight o'clock?	Yes/No Question
What time	did	you	open	the door?	
How long	did	it	start?		Question-word
What	did	it	last?		Question
*Who	did	you	do?		
			closed	the door?	“Who” Question

Short Answers

Yes, it/he/she/I/you	did.		Affirmative
No, it/he/she/I/you	did not.	(didn't)	Negative

Time Duration Expressions: The following time duration expressions are practised with the verb “last”: “an hour, half an hour, three-quarters of an hour, two hours, two and a half hours”, etc. You may want to add to this list. Point out that “hour” can be replaced by other nouns (e.g. day, year, month) to form other time duration expressions.

e.g. The conference lasted two and a half days.
He was in England (for) half a year.

“Why?”: This question word is practised in the Students’ Workbook (Picture 24). Encourage the students to answer “why” questions with a clause beginning with “because”, e.g. “Why was he at home?” “Because he was sick.”

UNIT THREE — LESSON THREE

SUGGESTIONS

Teaching Aid: A clock.

Pronunciation of Regular Past Tense Endings: The regular Simple Past Tense verbs can be divided into three groups according to the way the “-ed” ending is pronounced.

e.g.	/t/ verbs ending in voiceless consonants	/d/ verbs ending in voiced consonants and vowels	/əd/ verbs ending in /d/ or /t/
	walked /wɒkt/	opened /owpənd/	lasted /læstəd/

The three types of verbs can be drilled separately and then contrasted. The main point, however, is to make sure that the students realize that “-ed” is not always pronounced /əd/ — only after /t/ and /d/.

Drill the Past Tense with any other regular “-ed” verbs learned previously.

e.g.	walked	closed	lasted
	cooked	opened	visited
	worked	lived	ended
	washed	vacuumed	started
	liked	stayed	pointed to
		played	

CONVERSATION PRACTICES

1

Do Steps 1-4. Interrupt the conversation with questions directed to the class or to individual students.

e.g. *Where was I/he/she/John yesterday?*
Where were — and —/(they) yesterday?
Were you sick/at home/here?
Was he/she/John/sick/at home/here?

A. HELLO, HOW ARE YOU TODAY?

B. I'M FINE, THANKS.

A. IT'S GOOD TO SEE YOU AGAIN. WHERE WERE YOU YESTERDAY?

B. I WAS HERE.

I WAS AT HOME. (I WAS SICK BUT I'M FINE NOW.)

Pronunciation Hint: The pronunciation of “where” and “were” can be problematic. Drill each with rhyming words and then set up a drill to contrast them.

2

Do Steps 1-4. Practise both “usually” and “every day” patterns, e.g. “What time does our class usually start?” and “What time does our class start every day?”

A. WHAT TIME DOES OUR CLASS USUALLY START?

B. IT USUALLY STARTS AT (e.g. nine o'clock).

A. WHAT TIME DOES IT USUALLY END?

B. IT USUALLY ENDS AT (e.g. ELEVEN-THIRTY).

Pronunciation Hint: Drill the pronunciation of “usually”, emphasizing the fact that it has three syllables /yuw-ʒwə-ly/.

UNIT THREE — LESSON THREE

3

Do Steps 1-3 only. Note that this is a simulated situation and the students will be playing roles when practising it.

- A. B, YOU'RE LATE. OUR CLASS STARTS AT (e.g. nine) O'CLOCK AND IT'S (e.g. a quarter after nine) NOW. I'M ANGRY.
- B. I'M SORRY. MY WATCH IS SLOW.
- A. WHAT TIME DOES YOUR WATCH SAY?
- B. IT SAYS (e.g. a quarter after nine).
- A. YOUR WATCH ISN'T SLOW. YOU ARE SLOW.

4

Do Steps 1-3 only.

- A. WHAT TIME DOES OUR CLASS USUALLY START?
- B. IT USUALLY STARTS AT ____.
- A. WERE YOU HERE AT ____ YESTERDAY?
- B. YES, I WAS. I WAS ON TIME/
NO, I WASN'T. I WAS LATE.

5

Do Steps 1-4. Try to elicit a variety of time duration adverbials. To do this, refer to a fictitious class; write the starting and ending times on the blackboard and ask, "How long does their class last?"

e.g. starts	ends	lasts (for)
1:00	4:00	three hours
8:30	10:00	an hour and a half
8:30	11:00	two and a half hours
2:00	2:30	half an hour
3:00	3:15	fifteen minutes

- A. WHAT TIME DOES OUR CLASS USUALLY START?
- B. IT USUALLY STARTS AT (e.g. nine o'clock).
- A. WHAT TIME DOES IT USUALLY END?
- B. IT USUALLY ENDS AT (e.g. eleven o'clock).
- A. HOW LONG DOES IT USUALLY LAST?
- B. IT USUALLY LASTS (e.g. two hours).

Pronunciation Hint: Note the stress on these expressions:

half an h <u>o</u> ur	two h <u>o</u> urs
an h <u>o</u> ur	t <u>w</u> o and a half h <u>o</u> urs
an h <u>o</u> ur and a h <u>a</u> lf	three q <u>a</u> rters of an h <u>o</u> ur

6

Do Steps 1-4. Continue with the verb "end". Use a toy clock or draw one on the blackboard. Before proceeding to Step 4, make sure you have elicited both "yes" and "no" answers in the Simple Past Tense. Practise the "usually" pattern as well.

- A. DOES OUR CLASS START AT ____ EVERY DAY?
- B. YES, IT DOES.
- A. DID IT START AT ____ YESTERDAY?
- B. YES, IT DID/NO, IT DIDN'T.

7

Do Steps 1-4. Make sure to elicit both "yes" and "no" answers in Step 3.

- A. DOES OUR CLASS LAST — EVERY DAY?**
B. YES, IT DOES.
A. DID IT LAST — YESTERDAY?
B. YES, IT DID/NO, IT DIDN'T.

8

Do Step 3 only. A is always the teacher. B can be the whole class, an individual student, or a series of students. Drill the /əd/ past ending with "started, ended, lasted".

- A. DID OUR CLASS START AT — YESTERDAY?**
B. NO, IT DIDN'T.
A. WHAT TIME DID IT START?
B. IT STARTED AT —.
A. WHAT TIME DID IT END?
B. IT ENDED AT —.
A. HOW LONG DID IT LAST?
B. IT LASTED —.

9

Do Steps 1 and 2 only. Instruct the students to watch you and then listen to what you say. First perform each action and only then, once you've stopped, make the statement and get the class to repeat it. Emphasize the difference between the /əd/ /t/ and /d/ endings.

- I POINTED TO THE BLACKBOARD, etc.** /əd/
I WALKED ACROSS THE ROOM. /t/
AROUND THE ROOM.
TO THE BLACKBOARD/—'S DESK.
I OPENED THE WINDOW, DOOR, etc. /d/
I CLOSED THE WINDOW, DOOR, BOOK, etc. /d/

10

Do Steps 1-3. Continue with other nouns. Then continue with "Did he/she/John point —?" Make sure that the student who does the pointing has lowered his hand before you ask "Did you point to —?" Otherwise, the meaning of a past completed action will not be understood.

- A. B, POINT TO THE CALENDAR. DID YOU POINT TO THE CÁLENDAR?**
B. YES, I DID.
A. DID YOU POINT TO THE WÁLL?
B. NO, I DIDN'T.

11

Do Steps 1-4. B is a series of students. Continue with the verb "touch" and parts of the face, e.g. nose, eyes, ears, mouth, chin, forehead, cheeks. Make sure that the student has lowered his hand before asking "What did you do?" Develop the Practice into a chain, getting the students to ask one another to point to various parts of the face, articles of clothing, parts of the room, etc. (These could be listed on the blackboard.) Interrupt the chain with "What did B do?", to get the answer "He/she pointed to/touched —."

UNIT THREE — LESSON THREE

A. POINT TO YOUR FACE. WHAT DID YOU DO?

B. I POINTED TO MY FACE.

Pronunciation Hint: Drill the pronunciation of the / d/ past tense ending, as in "pointed, lasted, started, ended, visited". Drill the pronunciation of the /t/ past tense ending, as in "touched, watched".

12

Do Steps 1-4. Continue with other commands.

e.g. *Walk to the blackboard/window/——'s desk.*

Walk around the room.

Walk across the room.

Make sure that B has completed the action before asking "What did you do?" Ask one student (B) to walk to a variety of places and then ask the class "What did B do?"

A. WALK TO THE DOOR. WHAT DID YOU DO?

B. I WALKED TO THE DOOR.

Pronunciation Hint: Drill the pronunciation of the /t/ past tense ending, as in "walked, watched, touched".

13

Do Steps 1-3 only. Substitute other nouns such as: "window, book, notebook". Continue with the third person, "What did he/she do?"

A. OPEN THE DOOR. WHAT DID YOU DO?

B. I OPENED THE DOOR.

A. CLOSE THE DOOR. WHAT DID YOU DO?

B. I CLOSED THE DOOR.

Pronunciation Hint: Drill the pronunciation of the /d/ past tense ending with verbs such as: "opened, closed, cleaned, played", etc.

14

Do Steps 1-3 only. B is one student and C is either one student or the whole class.

A. B, POINT TO THE DOOR, PLEASE. NOW WALK TO IT.

NOW OPEN IT. NOW CLOSE IT. THANK YOU.

A. to C. WHAT DID B DO?

C. HE POINTED TO THE DOOR. THEN HE WALKED TO IT. THEN HE OPENED IT. THEN HE CLOSED IT.

MANIPULATION DRILLS

1

Do Step 3 only. A is the teacher and B is the whole class or a series of individual students.

A. DOES IT START AT NINE EVERY DAY?

B. DID IT START AT NINE YESTERDAY?

A. DO YOU WALK TO SCHOOL EVERY DAY?

**B. DID YOU WALK TO SCHOOL
YESTERDAY?**

**A. DO THEY CLOSE THE DOOR EVERY
DAY?**

**B. DID THEY CLOSE THE DOOR
YESTERDAY?**

A. DOES IT END AT TEN EVERY DAY?

B. DID IT END AT TEN YESTERDAY?

A. YES, I DO.

B. YES, I DID.

A. YES, HE DOES.

B. YES, HE DID.

2

Do Step 3 only. The purpose of this drill is to give the students practice in pronouncing the Simple Past Tense forms of verbs with /əd/, /t/, and /d/ endings, as well as to contrast the uses of the Habitual and Past Tenses.

- A. OUR CLASS STARTS AT NINE O'CLOCK EVERY DAY.
- B. OUR CLASS STARTED AT NINE O'CLOCK YESTERDAY.
- A. OUR CLASS ENDS AT ELEVEN-THIRTY EVERY DAY.
- B. OUR CLASS ENDED AT ELEVEN-THIRTY YESTERDAY.
- A. SHE VISITS HER MOTHER EVERY WEEK.
- B. SHE VISITED HER MOTHER YESTERDAY.
- A. I WATCH T.V. EVERY NIGHT.
- B. I WATCHED T.V. YESTERDAY.
- A. I PLAY CHESS EVERY (e.g. Sunday).
- B. I PLAYED CHESS YESTERDAY.
- A. OUR CLASS LASTS TWO HOURS EVERY DAY.
- B. OUR CLASS LASTED TWO HOURS YESTERDAY.
- A. I WALK TO SCHOOL EVERY DAY.
- B. I WALKED TO SCHOOL YESTERDAY.
- A. I CLEAN THE HOUSE EVERY WEEK.
- B. I CLEANED THE HOUSE YESTERDAY.

3

Do Step 3 only. This is a multiple substitution drill. Substitute both pronouns and adjectives/adverbs.

I	was	late.
You	were	angry.
He/She	was	sick.
We	were	sorry.
They	were	on time.
		here.
		there.
		at home.

- e.g. A. I WAS LATE. SICK
 B. I WAS SICK.
 A. HE
 B. HE WAS SICK.
 A. THEY
 B. THEY WERE SICK.

NOTES

Unit Three – LESSON FOUR

CONTENT

PATTERNS	VOCABULARY	
<p>How many pens did you/he pick up? I/He picked up two pens. What did you do last night? Did you watch T.V. last night (too)? I studied English. I didn't study. Stand up./Sit down. (Then) What did he do? He stood up/sat down.</p> <p>Where did he put the pen? He put it in his pocket. Where did he go? What time did you come to school yesterday? I usually come at nine, but yesterday I came at a quarter after nine.</p> <p>What did he put around his neck? Maybe you put it on your desk. I looked there. He sat in his armchair till nine o'clock.</p>	NOUNS	EXPRESSIONS
	<p>baseball chess thermometer neck head arm armchair newspaper</p>	<p>I don't remember go to bed maybe</p>
		PREPOSITIONS
		<p>beside around till</p>
	VERBS	ADJECTIVE
	<p>go back sit down stand up study look</p>	tired
		ADVERBIALS
		<p>all day very</p>

STRUCTURE NOTES

Irregular Past: A few verbs whose Simple Past Tense forms are irregular are introduced in this lesson: “put, came, stood up, sat down, read, went (back)”. Explain again that regular verbs are those whose Simple Past is formed by adding “-ed” (which can be pronounced as /t/, /d/ or /əd/) to the base, whereas irregular verbs undergo some other kind of change to form the Simple Past (or don’t change at all, e.g. “put”). The rule for spelling the Past of regular verbs ending in consonant + “y” should be discussed (e.g. study - studied). Emphasize the two pronunciations of “read”: Habitual /riyd/, Simple Past /red/. It might be helpful to present the difference between regular and irregular verbs in the Past in chart form.

Simple Past Tense — Regular and Irregular Verbs

		I I I	opened put went	the door. five keys on the table. to work.	Statement
	Did Did Did	you you you	BASE FORM open put go	the door? five keys on the table? to work?	Yes/No Question
What How many keys Where	did did did	you you you	open? put go?	on the table?	Question-word Question

Simple Past Negative: The negative statement in the Simple Past is introduced. Point out that in the negative the “did” carries the sign of the Past and is followed by the base form of the verb.
e.g. I *studied* English.

I *did not* study English.

Two-word Verbs: The two-word verbs introduced up to this point are “pick up, stand up, sit down” and “go back”. Note that the last three are intransitive while “pick up” is transitive.

SUGGESTIONS**Games:**

Where did I put it?

Student A leaves the room. Meanwhile student B hides an item somewhere in the room (e.g. in his wallet, under his chair, behind a picture, etc.). Student A returns and is told what is hidden. He then questions B to find out where the item is.

e.g. A. Did you put it under your books?

B. No, I didn’t.

A. Did you put it in your pocket?”

etc.

If B stumps A, B gets a chance to leave the room and do the guessing. If A guesses correctly, however, A gets another turn.

Simon says

There is a leader in front of the class (first the teacher, then a student) who gives commands, some preceded by “Simon says” and others not. The class is told to obey only commands preceded by “Simon says”. All commands are of the same pattern, e.g. (Simon says) Put your hands on your head. The object of the game is to give commands so quickly that confusion results. Those who make mistakes drop out. The last person left is the winner.

UNIT THREE — LESSON FOUR

CONVERSATION PRACTICES

1

Do Steps 1-3. Continue with other nouns and numbers.

- A. B, PICK UP YOUR PEN.
NOW PICK UP ____'S PEN.
HOW MANY PENS DID YOU PICK UP?**
- B. I PICKED UP TWO PENS.**
- A. to C. HOW MANY PENS DID B PICK UP?**
- C. HE PICKED UP TWO (PENS).**

2

Do Steps 1-4. Continue with other activities, e.g. "play chess, study English, visit friends, go to work, come to school", etc. Write these on the blackboard to guide the students in carrying out Step 4. Interrupt Step 4 with questions in the third person.

*e.g. Does he/she — every day?
Did he/she — yesterday?*

- A. DO YOU (e.g. watch T.V.) EVERY DAY?**
- B. YES, I DO /NO, I DON'T.**
- A. DID YOU (e.g. watch T.V.) YESTERDAY?**
- B YES, I DID /NO, I DIDN'T.**

3

Do Steps 1-4. Write these phrases on the blackboard and have the students carry out the Practice as a chain, using a different phrase each time.

visited a friend	/ əd/
played chess	/d/
washed floors	/t/
studied English	/d/

- A. LAST NIGHT I WATCHED TELEVISION. /t/**
- DID YOU WATCH TELEVISION TOO?**
- B YES, I DID /NO, I DIDN'T.**

4

Do Steps 1-4. Point out that the "y" in "study" changes to "i" in the past tense ending.

- A. DID YOU STUDY ENGLISH LAST NIGHT?**
- B. YES, I DID /NO, I DIDN'T.**
- A. WHAT DID YOU STUDY?**
- or*
- WHAT DID YOU DO?**
- B. I STUDIED (e.g. history).**
- or*
- I (e.g. watched T.V.).**
- or*
- I DIDN'T STUDY.**

UNIT THREE — LESSON FOUR

5

Do Steps 1 and 2 only. Make sure that B has completed the action before you ask "What did B do?" Write the base form and Simple Past Tense form of each of the verbs on the blackboard, in the order in which B performs the actions. Point out which verbs are regular ("-ed" ending) and which are irregular (e.g. went, put).

e.g. stand up	stood up
go	went
open	opened
etc.	

STAND UP, B.	WHAT DID B/HE/SHE DO?	HE/SHE STOOD UP.
GO TO THE DOOR.	WHAT DID B/HE/SHE DO?	HE/SHE WENT TO THE DOOR.
OPEN THE DOOR.	WHAT DID B/HE/SHE DO?	HE/SHE OPENED THE DOOR.
CLOSE THE DOOR.	WHAT DID B/HE/SHE DO?	HE/SHE CLOSED THE DOOR.
GO TO ____'S DESK.	WHAT DID B/HE/SHE DO?	HE/SHE WENT TO ____'S DESK.
PICK UP ____'S PEN.	WHAT DID B/HE/SHE DO?	HE/SHE PICKED UP ____'S PEN.
PUT ____'S PEN/IT IN YOUR POCKET.	WHAT DID B/HE/SHE DO?	HE/SHE PUT ____'S PEN/IT IN HIS/HER POCKET.
GO BACK TO YOUR CHAIR.	WHAT DID B/HE/SHE DO?	HE/SHE WENT BACK TO HIS/HER CHAIR.
SIT DOWN.	WHAT DID B/HE/SHE DO?	HE/SHE SAT DOWN.

Pronunciation Hint: Make sure that the students stress the second word of the two-word verbs.

e.g. stand <u>up</u>	sit <u>down</u>	go <u>back</u>
stood <u>up</u>	sat <u>down</u>	went <u>back</u>

6

Do Step 3 only. Ask the students to tell you, in order, what B did in Practice 5. Remind them by pointing to the verb list on the blackboard, or by miming the action, or by actually prompting them with the correct verb.

A. WHAT DID B DO? STOOD UP
B. HE STOOD UP.
A. THEN WHAT DID HE DO? WENT TO THE DOOR
B. HE WENT TO THE DOOR.
A. THEN WHAT DID HE DO? OPENED THE DOOR
B. HE OPENED THE DOOR.
 etc.

Pronunciation Hint: Make sure the students stress the word "then", whether it appears at the beginning of the sentence or at the end,

e.g. **Then** what did he do?
 What did he do **then**?

7

Do Steps 1-4. For Step 4 provide the students with a list of possible verbs on the blackboard as hints for the commands. If B has difficulty describing what he just did, ask the other students "Then what did he do?" Ask information questions such as: "Where did he put ____'s pen? Whose pen did he pick up? What did he open/close? Did ____ go to the door?"

UNIT THREE — LESSON FOUR

- A. B, STAND UP. GO TO THE WINDOW. OPEN IT. CLOSE IT. GO TO ____'S DESK. PICK UP ____'S PEN. PUT THE PEN IN YOUR POCKET. GO BACK TO YOUR DESK. SIT DOWN.
NOW, WHAT DID YOU DO?**
- B. I STOOD UP. THEN I WENT TO THE WINDOW. THEN I OPENED IT. THEN I CLOSED IT. THEN I WENT TO ____'S DESK. THEN I PICKED UP ____'S PEN. THEN I PUT THE PEN IN MY POCKET. THEN I WENT BACK TO MY DESK. THEN I SAT DOWN.**

8

Do Steps 1-3. Explain that the verb "put" doesn't have an ending in the Past Tense. Continue with "Put your watch in your pocket, under your desk on your desk". Substitute other nouns.

- A. PUT YOUR PEN ON YOUR DESK.
DID YOU PUT YOUR PEN ON THE BOOKCASE?**
- B. NO, I DIDN'T. I PUT IT ON MY DESK.**
- A. to C. WHERE DID B PUT HIS/HER PEN?**
- C. HE/SHE PUT IT ON HIS/HER DESK.**

9

Do Steps 1-3. Continue with other adverbial phrases after the verb "go", e.g. "Go to ____'s chair/the window/the door/the calendar/across the room".

- A. B, GO TO THE BLACKBOARD.**
- A. to C. DID HE GO TO THE CORNER?**
- C. NO, HE DIDN'T.**
- A. WHERE DID HE GO?**
- C. HE WENT TO THE BLACKBOARD.**

10

Do Steps 3 and 4. Put a list of activities on the blackboard to cue the students. Develop into a chain.

- A. I (e.g. went to the movies) LAST NIGHT.
WHAT DID YOU DO LAST NIGHT?**
- B. I (e.g. studied English).**

11

Do Steps 1-4. Continue with: "I usually go to work at ____, but yesterday I went to work at _____. When did you go to work?" Substitute other verb phrases such as: "go to sleep". For Step 4 guide the students by listing the verbs on the blackboard in two columns, together with times.

<i>e.g. usually</i>	<i>yesterday</i>
<i>come to school — 9 a.m.</i>	<i>came — 9:15</i>
<i>go to work — 7:30</i>	<i>went — 7:45</i>

- A. I USUALLY COME TO SCHOOL AT (e.g. nine o'clock), BUT YESTERDAY I CAME TO SCHOOL AT (e.g. a quarter after nine).
WHAT TIME DID YOU COME TO SCHOOL YESTERDAY?**
- B. I CAME TO SCHOOL AT/AROUND (e.g. eight-thirty) YESTERDAY.**
- or*
- I DON'T REMEMBER.**

MANIPULATION DRILLS

1

Do Step 3 only. A is the teacher and B is the whole class or a series of individual students. In this drill the students are asked to convert a sentence from the Habitual Tense into the Simple Past Tense. Continue with other verbs and time expressions.

- A. HE COMES TO SCHOOL AT NINE O'CLOCK EVERY DAY. YESTERDAY
- B. HE CAME TO SCHOOL AT NINE O'CLOCK YESTERDAY.
- A. SHE GOES TO WORK EVERY DAY. LAST TUESDAY
- B. SHE WENT TO WORK LAST TUESDAY.
- A. THEY VISIT GREECE EVERY YEAR. LAST YEAR
- B. THEY VISITED GREECE LAST YEAR.
- A. THEY GO BACK TO MEXICO EVERY WINTER. LAST WINTER
- B. THEY WENT BACK TO MEXICO LAST WINTER.

2

Do Step 3 only. In this drill the students react to the teacher's statement with a yes/no question in the Simple Past Tense. Continue with A's statements from Manipulation Drill 1.

- A. JOE WATCHES T.V. EVERY NIGHT. LAST NIGHT
- B. DID HE WATCH T.V. LAST NIGHT TOO?
- A. JOAN WALKS TO WORK EVERY MORNING. YESTERDAY MORNING
- B. DID SHE WALK TO WORK YESTERDAY MORNING TOO?
- A. THEY PLAY BASEBALL EVERY SATURDAY. LAST SATURDAY
- B. DID THEY PLAY BASEBALL LAST SATURDAY TOO?

3

Do Step 3 only. This is a question formation drill. A (the teacher) makes a statement and provides B (the student) with the question word for forming the corresponding question. Pay special attention to the questions beginning with "who".

- | | |
|---|-----------------------------------|
| A. HE PICKED UP 5 PENS. HOW MANY | B. HOW MANY PENS DID HE PICK UP? |
| A. I STUDIED ENGLISH LAST YEAR. WHEN | B. WHEN DID YOU STUDY ENGLISH? |
| A. THE MEETING LASTED TWO HOURS. HOW LONG | B. HOW LONG DID THE MEETING LAST? |
| A. THEY WENT TO EUROPE. WHERE | B. WHERE DID THEY GO? |
| A. HE PUT THE KEYS IN HIS POCKET. WHERE | B. WHERE DID HE PUT THE KEYS? |
| A. THE MOVIE STARTED AT MIDNIGHT. WHEN | B. WHEN DID THE MOVIE START? |
| A. SHE STOOD UP. WHAT | B. WHAT DID SHE DO? |
| A. MARY CLOSED THE DOOR. WHO | B. WHO CLOSED THE DOOR? |
| A. PETER PUT AN APPLE ON THE DESK. WHO | B. WHO PUT AN APPLE ON THE DESK? |

Unit Three – LESSON FIVE

CONTENT

PATTERNS	VOCABULARY	
<p>What month/year did you come to Canada? I came here in (e.g. June/1970). When did you come to Canada? I came here in (e.g. June, 1970). How did you come? I came by ship. What day of the week/month is it (today)? It's Monday/the tenth. What's the date? It's Monday, November the 10th, 1972. Were you born in Canada/May/1940? Was he/she born in Canada?</p> <p>Where/When were you born? Where/When was he/she born? I/He/She was born in/on _____. They were born in/on _____.</p> <p>Of course, I know him/her/them.</p> <p>Who was the first person? What row did they sit in?</p>	NOUNS	EXPRESSION
	<p>ship airplane date line row building floor (storey) circus</p>	of course
		PREPOSITIONS
		<p>by of behind in front of</p>
	VERBS	ADJECTIVES
	<p>be born sit stand</p>	<p>Ordinal Numbers: first — thirty-first last</p>

UNIT THREE — LESSON FIVE

STRUCTURE NOTES

Ordinal Numbers: The ordinal numbers (1st, 2nd, etc.) are introduced in this lesson. They are practised mainly with dates.

“Be Born”: The verb “be born” is introduced. Explain that it is made up of two parts — the verb “be” plus “born” — and that only the “be” part changes. Emphasize the fact that this verb is used in the Simple Past Tense when speaking about one’s date of birth. The prepositions “in” and “on” are practised in patterns with “be born”. Point out that “in” is used with the names of months and years, whereas “on” is used with the days of the week or days of the month (dates).

e.g. I was born in May.
I was born in 1940.

I was born on Tuesday.
I was born on March the 18th.

Object Pronouns: The object pronouns “him/her/them/it” are practised in this lesson. “It” has been practised extensively in previous lessons (e.g. I put it in my pocket), but the others have been introduced only incidentally in the pattern “Ask him/her/them”. Point out that “it” replaces non-human objects and that “them” replaces both human and non-human objects. (There are exceptions, of course.)

e.g. I have the book.	I have it.
I have the books.	I have them.
I see Mary and John.	I see them.

Note that “it” does not replace nouns preceded by an indefinite article.

e.g. I don’t have a watch. I want one. (not “it”)

SUGGESTIONS

Teaching Aids: A calendar, pictures of means of transportation, flash cards of different years and dates.

Ordinal Numbers: For suggestions on how to drill these, refer to the Suggestions section regarding cardinal numbers in Unit I, Lesson 3, e.g. flash cards, counting aloud, calling out numbers to write on the blackboard, the buzz game. Most of the pictures in this unit are numbered in ordinal numbers. Refer to them by saying: “Look at the first/second, etc. picture”. Make sure the students say “the” before the ordinal number. Ordinal numbers can also be practised with the months of the year, e.g. “What’s the 1st/2nd, etc. month of the year?”

Dates:

Months — The names of the months can be drilled by simple listing.

e.g. What are the months of the year?
What month does spring/summer/fall/winter start?

Years — Ask students to name the years between any two you write on the blackboard. Write “1946 - 1950” on the blackboard and ask them to count from 1946 to 1950. Using flash cards, have students name the year you flash in front of them.

Dates — Acquaint the students with the various short forms used in writing dates.

e.g. M, T, W, Th, F
Sept., Jan.
Thurs., Feb. 2, 1968.
2/3/68 — (day of the month/month/year)

UNIT THREE – LESSON FIVE

Make sure that students say dates in the correct order — month, day of the month, year, e.g. January the 12th, 1970.

Acquaint students with the punctuation marks used in dates — the period for abbreviations and the comma before the year and before the month.

Students' Workbook: Making up a story. Try out a new type of exercise, requiring the students to use their imagination and the structures they have already learned to create an original story about a certain picture in their workbook. At first, the story will have to be built up through a series of specific questions asked by the teacher. Start with the 3rd picture in this lesson. Ask questions such as:

- Who lives on the first floor?
- How many people are there on the second floor?
- Where does Mr. Brown live?
- What language does he speak?
- Where is he from?
- When did he come to Canada?
- How many rooms does his apartment have?
- Where does he work?
- Is his job/work far from his apartment?
- What street is this?
- What is his neighbour's name?

Game:

What's the date?

One student calls out a date, saying, e.g. "Today is Monday, October the 15th, 1973." The next student must then give the date of the day before and after, e.g. "Yesterday was Sunday, October the 14th, 1973." "Tomorrow is Tuesday, October the 16th, 1973."

CONVERSATION PRACTICES

1

Do Steps 1-3. In Lines 5 and 6 the word "this" refers to a month or year that you are pointing to on a calendar or a flash card or the blackboard.

- A. WHAT MONTH IS IT NOW?
- B. IT'S (e.g. June).
- A. WHAT YEAR IS IT NOW?
- B. IT'S (e.g. 1972).
- A. WHAT MONTH/YEAR IS THIS?
- B. IT'S (e.g. July/1965).

Pronunciation Hint: Refer to Unit Three, Lesson 2, Conversation Practices 9 and 10 for suggestions on drilling the pronunciation of months and years. Note that the word "this" is stressed in Line 5.

2

Do Steps 1-3 with the whole Practice. Then do Step 4 with the last four lines. Interrupt Steps 3 and 4 with questions such as: "Did you come to Canada in — too? What month/year did B come to Canada?" You may want to use the pattern "What month/year did she come to Canada in?", so as to emphasize the use of "in" with months and years.

- A. EVA CAME TO CANADA IN (e.g. May, 1967).
 WHAT MONTH DID SHE COME TO CANADA?
 B. SHE CAME HERE IN (e.g. May).
 A. WHAT YEAR DID SHE COME TO CANADA?
 B. SHE CAME HERE IN (e.g. 1967).
 A. WHEN DID SHE COME TO CANADA?
 B. SHE CAME HERE IN (e.g. May, 1967).
 A. WHAT MONTH/YEAR DID YOU COME TO CANADA?
 B. I CAME HERE IN (e.g. January/1970).
 A. WHEN DID YOU COME TO CANADA?
 B. I CAME HERE IN (e.g. January, 1970).

3

Do Steps 1-3 with the whole Practice. Then do Step 4 with Lines 5-8, interrupting with questions in the third person such as: "Did he come by —? How did she come to Canada?"

- A. WHERE ARE YOU FROM, B?
 B. I'M FROM —.
 A. WHEN DID YOU COME TO CANADA?
 B. I CAME (HERE) IN (e.g. March, 1971).
 A. DID YOU COME (HERE) BY (e.g. airplane)?
 B. YES, I DID.
or
 B. NO, I DIDN'T.
 A. HOW DID YOU COME?
 B. I CAME BY (e.g. ship, ocean liner).

4

Do Steps 1-3. Using a calendar, point to one day (i.e. number) after another as you ask the question. Drill all the ordinal numbers needed for dates (i.e. first to thirty-first) plus the word "last".

- A. WHAT DAY OF THE MONTH IS THIS?
 B. IT'S THE (e.g. 3rd) DAY OF THE MONTH.

Pronunciation Hint: In drilling the ordinal numbers a variety of pronunciation problems are inevitable. First concentrate on "first - tenth", matching them with the cardinal numbers. Then divide the ordinals into three parallel groups on the blackboard.

1st	11th	21st	31st
—	—	—	
—	—	—	
10th	20th	30th	

In this way the students will see the parallelism between the first column and the third.

e.g. first — twenty-first
 fifth — twenty-fifth

Drill the pronunciation of those with the same endings, e.g. 2nd — 22nd, 3rd — 23rd, 1st — 21st, 4th — 24th. Point out and mark where the stress falls in these numbers. In giving dates, insist on the word "the" being present, unstressed, of course.

5

Do Steps 1-3 only. As an extra drill, write a series of dates on the blackboard and ask "What's this date?" for each one.

e.g. A. Thursday, September 22nd, 1965. What's this date?

B. It's Thursday, September the twenty-second, nineteen, sixty-five.

Acquaint the students with some of the short forms used in writing dates.

e.g. Thurs., Sept. 22nd, 1965

22/9/65

Make sure they are aware of the fact that the word "the" is seldom written in dates, though it is usually said.

A. WHAT DAY OF THE WEEK IS IT (TODAY)?

B. IT'S (e.g. Monday).

A. WHAT MONTH IS IT?

B. IT'S (e.g. November).

A. WHAT DAY OF THE MONTH IS IT?

B. IT'S THE (e.g. 10th).

A. WHAT YEAR IS IT?

B. IT'S (e.g. 1972).

A. WHAT'S THE DATE TODAY?

B. IT'S/TODAY IS MONDAY, NOVEMBER THE TENTH, NINETEEN SEVENTY-TWO.

A. WHAT'S THE DATE TOMORROW?

B. TOMORROW IS TUESDAY, NOVEMBER THE ELEVENTH, NINETEEN SEVENTY-TWO.

A. WHAT WAS THE DATE YESTERDAY?

B. YESTERDAY WAS SUNDAY, NOVEMBER THE NINTH, NINETEEN SEVENTY-TWO.

Pronunciation Hint: Note the intonation pattern of dates. Show the students that the intonation coincides with the punctuation:

Monday,
Monday →

April 10th,
April the tenth →

1965
nineteen sixty-five →

6

Do Steps 1-3. Write the abbreviated form that you are asking about on the blackboard. Write the long form afterwards so that students can see the meaning. Continue with any other abbreviations, signs or symbols, for which you can ask "What does — mean?"

e.g.

30/3/69 (and any
other dates)

Mon.

P.O.

Ave.

St.

Rd.

Cres.

Blvd.

Dr.

Mr.

Nov.

stop sign

3rd

OHSIP

Tel.

A. WHAT DOES "6/2/65" MEAN?

B. IT MEANS FEBRUARY THE SIXTH, NINETEEN SIXTY-FIVE.

Pronunciation Hint: Make sure that the students put the major stress on the word that is to be defined.

e.g. What does aˈm. mean?

7

Do Steps 1-4. Continue with "he/she/they".

- A. WERE YOU BORN IN CANADA?
- B. NO, I WASN'T.
- A. WERE YOU BORN IN ____?
- B. YES, I WAS/NO, I WASN'T.
- A. WHERE WERE YOU BORN?
- B. I WAS BORN IN ____.

8

Do Steps 1-4.

- A. WHERE WERE YOU BORN?
- B. I WAS BORN IN (e.g. Hungary).
- A. THEN YOU SPEAK (e.g. Hungarian)?
- B. YES, I DO. (I SPEAK ____ AND ____ TOO.)

Combine Practices 7 and 8, leaving out Lines 1 and 2 of Practice 8.

9

Do Steps 1-4. In answering "When were you born?" allow students to leave out the year if they want to. The last two lines of this drill could be developed into a chain. Interrupt the chain with "When was he/she born?"

- A. WHAT'S THE DATE TODAY?
- B. IT'S (e.g. Tuesday, December the 10th, 1972).
- A. WERE YOU BORN ON (e.g. December the 10th)?
- B. NO, I WASN'T.
- A. WHEN WERE YOU BORN?
- B. I WAS BORN ON (e.g. July the 20th, ____).

10

Do Steps 1-3. C and D refer to members of the class.

- A. DO YOU KNOW C (AND D)?
- B. OF COURSE, I KNOW HIM/HER/THEM.
- A. WHERE IS HE/SHE/ARE THEY FROM?
- B. HE'S/SHE'S/THEY'RE FROM (e.g. France).
- A. WAS HE/SHE/WERE THEY BORN THERE?
- B. I DON'T KNOW.
- A. ASK HIM/HER/THEM.
- B. to C/D. WERE YOU BORN IN (e.g. France)?
- C/D. YES, I WAS/NO, I WASN'T.

MANIPULATION DRILLS

1

Do Step 3 only. A is the teacher and B is the whole class or a series of individual students. This is a multiple substitution drill. At first, substitute pronouns, names of countries and dates separately. Then mix them.

I	was	born	in	Greece.
You	were			Spain.
He/She	was		on	March 10th, 1945.
We	were			August 1st, 1939.
They	were		in	May/1960.

A. I WAS BORN IN GREECE. HE
B. HE WAS BORN IN GREECE.
A. THEY
B. THEY WERE BORN IN GREECE.
A. SPAIN
B. THEY WERE BORN IN SPAIN.
A. MAY
B. THEY WERE BORN IN MAY.
A. MARCH THE 10TH
B. THEY WERE BORN ON MARCH THE 10TH.

2

Do Step 3 only. A (the teacher) makes a statement containing the name of a language. B then ask a yes/no question containing the corresponding name of a country.

- | | |
|------------------------------|--|
| A. I SPEAK HUNGARIAN. | B. WERE YOU BORN IN HUNGARY? |
| A. I SPEAK CZECH. | B. WERE YOU BORN IN CZECHOSLOVAKIA? |
| A. I SPEAK JAPANESE. | B. WERE YOU BORN IN JAPAN? |
| etc. | |

3

Do Step 3 only. Substitute question words and Simple Past verb phrases.

- A. WHERE WERE YOU BORN? WHEN**
B. WHEN WERE YOU BORN?
A. COME TO CANADA
B. WHEN DID YOU COME TO CANADA?
A. HOW
B. HOW DID YOU COME TO CANADA?
A. WHY
B. WHY DID YOU COME TO CANADA?
A. WHAT YEAR/MONTH
B. WHAT YEAR/MONTH DID YOU COME TO CANADA?
A. WERE YOU BORN
B. WHAT YEAR/MONTH WERE YOU BORN?

In this drill the students are asked to replace nouns with object pronouns. Do Step 3 only. A is the teacher.

A. I SAW PAUL AND JIM YESTERDAY.

A. I KNOW MRS. WILLIAMS.

A. I WASHED MY CAR LAST WEEK.

A. I HAVE THE BAKERS' ADDRESS.

A. I VISITED MR. ALLEN LAST WEEK.

A. I WATCHED THE BOYS.

A. I LIKE MUSIC.

A. I LIKE ELIZABETH TAYLOR.

A. I LIKE MOVIES.

A. I KNOW YOUR NAME.

A. I READ MYSTERY BOOKS.

B. I SAW THEM TOO.

B. I KNOW HER TOO.

B. I WASHED MINE TOO.

B. I HAVE IT TOO.

B. I VISITED HIM TOO.

B. I WATCHED THEM TOO.

B. I LIKE IT TOO.

B. I LIKE HER TOO.

B. I LIKE THEM TOO.

B. I KNOW IT TOO.

B. I READ THEM TOO.

Unit Three – LESSON SIX

CONTENT

VOCABULARY	
NOUNS	ADJECTIVE
programme line dot cowboy T.V. park cartoon show doll	interesting
	PREPOSITION
	near

UNIT THREE — LESSON SIX

STRUCTURE NOTES

A few new vocabulary items are introduced in Part III of Lesson 6.

SUGGESTIONS

This lesson is based almost entirely on the material in the Students' Workbook. Have the students keep their books open from the beginning of the lesson.

PART I

Part I of the Students' Workbook contains pictures illustrating some of the structures learned in Unit Three. Ask a variety of other questions about the pictures, encouraging the students to create imaginary stories about each picture. For example: "What's his name? Does he like his job? What time does he go to work? Where does he work?"

PART II

Part II of the Students' Workbook contains a series of exercises. These are intended as a written reinforcement of a number of important structures learned in Unit Three. Some of these can be carried out orally first. Before letting the students do the first exercise, practise it on the blackboard, asking "Where did I/you/he put the dot?"

PART III

Part III of the Students' Workbook contains a story with comprehension questions. Use the two pictures to introduce other vocabulary items (e.g. ball, bat, T.V. set, tree, etc.). Ask students about their own activities "last Saturday". When you feel that the students have mastered the structures and vocabulary of the story, you may want to use it for dictation. Have the students write it in paragraphs.

PART IV

Part IV of the Students' Workbook is not intended for classroom work. These structure notes are included as a reminder to the student of certain difficult structures presented in Unit Three. Some students find such written reminders useful for review.

Unit Four – LESSON ONE

CONTENT

PATTERNS	VOCABULARY	
<p>How long ago did he come to Canada? How many years ago did he come to Canada? He came here (e.g. five years) ago. How long did you go to school there? I went to school there for ____ years. You're/They're Mexican, aren't you/they? You're/They're not Spanish, are you/they? He's/She's a doctor, isn't he/she? He's/She's not a doctor, is he/she? I'm/We're late, aren't I/we? I'm not late, am I? We're not late, are we? My birthday is on _____. When is yours? How old is he? He's 13 years old. What do you want for your birthday? I want to buy a coat. Where do you buy coats? You buy them at a clothing store. What's the name of a good drugstore? Turn right/left at King Road. It's at the corner of _____ and _____. It's between _____ and _____. I'm late for my appointment.</p>	NOUNS	EXPRESSIONS
	<p>Types of Stores: clothing store department store stationery store grocery store drugstore bookstore furniture store etc.</p> <p>landed immigrant football corner appointment employment agency</p>	<p>a little that's all right talk about take lessons</p>
		ADJECTIVES
		<p>private big</p>
		<p>PREPOSITIONS</p> <p>along between for about (a job)</p>
	VERBS	
	<p>want buy find talk come back take answer</p>	

UNIT FOUR — LESSON ONE

STRUCTURE NOTES

“Ago”: Adverbial phrases with “ago” are introduced and practised with “come” in the Simple Past Tense.

			I	came	to Canada	two weeks ago. three years ago.	Statement
How long How many years	ago ago	did did	you you	come come	to Canada? here?		Question-word Question

Time Duration Question: In Unit Three, Lesson 3 the question “How long did it last” was introduced, together with a variety of time duration expressions such as: “an hour and a half, two days”, etc. In this lesson the time duration question “how long” is again practised, but this time with a number of other verbs, e.g. “How long did you live/work/go to school there?” The answer to these “how long” questions must contain the preposition “for”.

e.g. *How long did you live there?*
I lived there *for* twenty years .

Students might confuse the two questions “How long ago ——?” and “How long ——?” Point out that answers to the first contain “ago”, whereas answers to the second contain “for”.

Verb + Infinitive: The verb “want” is introduced in two patterns. In one “want” is followed by a noun and in the other by an infinitive plus noun.

e.g. I want a bicycle .
I want to buy a bicycle .

Question Tags: Question tags are introduced in this lesson. At this point only question tags with the verb “be” in the Habitual Tense are introduced. These are practised in all persons, to elicit both affirmative and negative answers.

<p>Requiring a “yes” answer:</p> <p>e.g. <i>I'm late, aren't I?</i> <i>You're sick, aren't you?</i> <i>He's/She's at home, isn't he/she?</i> <i>It's Tuesday, isn't it?</i> <i>We're early, aren't we?</i> <i>They're American, aren't they?</i></p>	<p>Requiring a “no” answer:</p> <p><i>I'm not late, am I?</i> <i>You're not sick, are you?</i> <i>He's/She's not at home, is he/she?</i> <i>It's not Monday, is it?</i> <i>We're not early, are we?</i> <i>They're not American, are they?</i></p>
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The other question tags in English — those with “be” in the Past Tense, “do”, “did”, “have”, “had”, and modals — are reserved for further lessons. The basic principle of all question tags, however, should be explained to students in this lesson. Emphasize the fact that the question tag repeats the verb (or auxiliary) of the statement and that there are two forms of tags, negative and affirmative. An affirmative statement is followed by a negative tag, and vice versa. The response is usually the same as the statement, i.e. a negative statement plus tag usually gets a negative response.

The meaning of question tags is simple enough in English, i.e. a request for confirmation of a preceding statement. In effect we are usually asking “Isn't it true?”, which is the actual form

UNIT FOUR — LESSON ONE

used in a number of languages. Most languages tend to use an invariable form, e.g. “n’est-ce-pas?” in French and “nicht wahr?” in German. In English, however, the form is relatively complicated since it must be adapted in each case to the form of the preceding statement.

Requiring a “yes” answer:

e.g. *He's a doctor, isn't he?*
He was there, wasn't he?
It's raining, isn't it?
You go to school, don't you?
You went to Paris, didn't you?
You have a car, don't you?
You've been here before, haven't you?
You can swim, can't you?

Requiring a “no” answer:

He's not a doctor, is he?
He wasn't there, was he?
It's not raining, is it?
You don't go to school, do you?
You didn't go to Paris, did you?
You don't have a car, do you?
You haven't been here before, have you?
You can't swim, can you?

Age: The patterns “How old is she?” and “She is 25 years old” were introduced incidentally in the story of Unit Two, Lesson 5. These patterns are now extensively practised. (See Practices 8 and 9).

SUGGESTIONS

Buying Articles: Practice 12 introduces the pattern “Where do you buy ——?”, together with a large number of articles and types of stores. Expand the vocabulary of this Practice, encouraging the students to think of articles and to discuss where they can be bought.

e.g. couches, envelopes, cars, records, typewriters, clocks, bicycles, purses, coats,
T.V. sets, books, magazines, candy, chocolates, flowers, shoes.

Students' Workbook: The story in the Students' Workbook offers a good opportunity for dramatizing a dialogue. Assign the roles of Mr. Parker and Mr. Rivera to different students each time the story is read. Students may then be able to make up their own interview dialogues. To guide them, write a list of pertinent question words on the blackboard.

Giving Directions: Practices 13 and 14 introduce some new expressions for describing the location of a place and how to get there. To review previously learned directions and to practise these new expressions, have the students turn to the map, Picture 19 of Unit Three, Lesson 2.

Games:

How old is he?

Choose the names of famous people (e.g. actors, political figures) and give the class information about their dates of birth, e.g. “He was born on July the 4th, 1915”. Then ask “How old is he now?” This may be done in teams, with the first team calling out “He's —— years old” getting the point.

How long ago?

Using the names of students in the class, fictitious characters or even famous people, make statements about when they came or went to certain places. e.g. “The American astronauts came to Canada in 1970. Eva came to Canada in 1968. Mr. Trudeau went to Singapore in 1971”. After each question ask a “How long ago” question. This may be done in teams, with the first team to answer the question getting the point.

e.g. A. “Mario came to Canada in 1971. How long ago did he come here?”

B. “He came here —— years ago”.

CONVERSATION PRACTICES

1.

Do Steps 1-3 only. Write Lines 1 and 2 on the blackboard, using a fictitious name and any year you choose. Then ask the question in Line 3. Do this Practice a few times, each time changing the name and the date of arrival, e.g. "Magda came to Canada in 1970. She came here — years ago. Mr. and Mrs. Vargas came to Canada in 1956. They came here — years ago." Then continue with "months" in place of "years", e.g. "Anthony came to Canada in July. He came here — months ago."

- A. (e.g. John) CAME TO CANADA IN (e.g. 1968).**
HE CAME TO CANADA (e.g. five) YEARS AGO.
WHEN DID HE COME TO CANADA?
B. HE CAME HERE IN (e.g. 1968).
A. HOW MANY YEARS AGO DID HE COME TO CANADA?
B. HE CAME HERE (e.g. five) YEARS AGO.

2.

Do Steps 1-4. Develop into a chain. This Practice introduces the more general question "How long ago did —?" This allows the students to answer with any time phrase followed by "ago", e.g. "two weeks ago, a month ago, a year and a half ago", etc.

- A. I CAME TO CANADA (ABOUT) — YEARS/MONTHS AGO.**
HOW LONG AGO DID YOU COME HERE?
B. I CAME HERE (ABOUT) — YEARS/MONTHS AGO.

Pronunciation Hint: Note that the stress does not fall on the word "ago" in these time phrases, e.g.

- How many *yéars* ago —?
 How *lóng* ago —?

3.

Do Steps 1-4. For Step 4 you may want to write the verb phrases "live, work, go to school" on the blackboard to guide the students. Stress the fact that the "how long" question is answered with "for —."

- A. WHERE ARE YOU FROM?**
B. I'M FROM (e.g. Hungary).
A. HOW LONG DID YOU LIVE THERE?
HOW LONG DID YOU WORK THERE?
HOW LONG DID YOU GO TO SCHOOL THERE?
B. I LIVED THERE FOR — YEARS, (FROM 19— TO 19—).
I WORKED THERE FOR — YEARS, (FROM 19— TO 19—).
I WENT TO SCHOOL THERE FOR — YEARS, (FROM 19— TO 19—).

UNIT FOUR — LESSON ONE

4.

Do Steps 1-4. Practise Lines 5-8 especially, so as to contrast "how long" and "how long ago". Continue with "go to school" in place of "have a job" and "work".

- A. WHERE ARE YOU FROM, B?
- B. I'M FROM ____.
- A. DID YOU HAVE A JOB THERE?
- B. YES, I DID.
- A. HOW LONG DID YOU WORK THERE?
- B. I WORKED THERE FOR ____.
- A. HOW LONG AGO DID YOU COME HERE?
- B. I CAME HERE ____ AGO.

5.

Do Steps 1-3 only. This Practice introduces question tags with "be". After practising the question tags with "you, he, she", continue with "they", e.g. "Where are you and C from? Then you're ____, aren't you? B and C are ____, aren't they?" Question tags with the pronouns "I" and "we" are practised in the Manipulation Drills of this lesson. Point out that if the statement preceding the tag is affirmative, the answer is affirmative too, and vice versa.

- A. WHERE ARE YOU FROM, B?
- B. I'M FROM (e.g. Mexico).
- A. THEN YOU'RE (e.g. Mexican), AREN'T YOU?
- B. YES, I AM.
- A. YOU'RE NOT (e.g. Spanish), ARE YOU?
- B. NO, I'M NOT.
- A. to C. B'S (e.g. Mexican), ISN'T HE?
- C. YES, HE IS.
- A. to C. HE'S NOT (e.g. Spanish), IS HE?
- C. NO, HE'S NOT.

Pronunciation Hint: Point out the stress and intonation patterns of the question tags. Note that the stress always falls on the verb. The intonation pattern on question tags can vary, but it is best to teach the most common pattern, with the voice lowered at the end as in a statement.

e.g. You're Méxican, áren't you? ↘
 You're not Spánish, áre you? ↘

6.

Do Steps 1-4. Explain to the students that, if B has guessed incorrectly in Line 3, A's answer must be "Yes, I am" or "But I am" in Line 4.

- A. YOU'RE (e.g. Italian), AREN'T YOU?
- B. YES, I AM.
- BUT YOU'RE NOT (e.g. Italian), ARE YOU?
- A. NO, I'M NOT. I'M (e.g. French).

Pronunciation Hint: Note that in Line 3 the main stress falls on "you're".

UNIT FOUR — LESSON ONE

7.

Do Steps 1-4. Develop into a chain. Interrupt the chain with questions containing question tags. For example: "A's birthday is on/in —, isn't it? Yours isn't on —, is it?"

- A. MY BIRTHDAY IS ON (e.g. July the 20th).
WHEN IS YOURS?
B. MINE IS ON —.**

8.

Do Steps 1-3. Continue with:

- 1) "Eva's birthday is on August the 6th. She's 25 years old."
2) "Susie's birthday is on April the 12th. She's 7 years old."

As you say the birthdate and age of each person, write the information on the blackboard in abbreviated form. When the students have calculated the year of birth, add it to the birthdate.

*e.g. Andrew
18/3/?
13 years old*

Continue with other names, dates of birth and ages, each time asking the students to calculate when that person was born.

- A. ANDREW'S BIRTHDAY IS ON MARCH THE 18TH.
HE'S THIRTEEN YEARS OLD.
WHEN IS HIS BIRTHDAY?
B. IT'S ON MARCH THE 18TH.
A. HOW OLD IS HE?
B. HE'S THIRTEEN YEARS OLD.
A. WHEN WAS HE BORN?
B. HE WAS BORN ON MARCH THE 18TH, 19—.**

Pronunciation Hint: Note the pronunciation of "s" as /z/ in years. Make sure that the students use the correct stress pattern in "He's thirteen years old".

9.

Do Steps 3 and 4. If B answers "No, I don't" in Line 2, have A ask someone else.

- A. DO YOU HAVE A BROTHER/SISTER/SON/DAUGHTER?
B. YES, I DO.
A. WHEN IS HIS/HER BIRTHDAY?
B. IT'S ON —.
A. HOW OLD IS HE/SHE?
B. HE'S/SHE'S — YEARS OLD.**

10.

Do Steps 1-3. Continue with:

*"Eva's birthday is on August the 6th. She doesn't have a watch."
"Susie's birthday is on April the 12th. She doesn't have a bicycle."*

- A. ANDREW'S BIRTHDAY IS (ON) MARCH THE 18TH.
ANDREW DOESN'T HAVE A FOOTBALL.
WHAT DOES ANDREW WANT FOR HIS BIRTHDAY?
B. HE WANTS A FOOTBALL.**

UNIT FOUR – LESSON ONE

11.

Do Steps 3 and 4.

- A. WHEN IS YOUR BIRTHDAY?
- B. IT'S ON ____.
- A. WHAT DO YOU WANT FOR YOUR BIRTHDAY?
- B. I WANT A/AN ____.

12.

Do Steps 1-4. You might prefer to phrase the answer in Line 3 in the plural, e.g. "You buy them at clothing stores". Each time you go through the Practice, write the name of the article in one list, and the name of the type of store it can be obtained at, in another list, e.g.

hammer	hardware store	
bed	furniture store	
thermometer	drugstore	}
book	bookstore	
notebook	stationery store	}
apple	grocery store	
		department store
		supermarket

- A. I WANT TO BUY A (e.g. coat).
- WHERE DO YOU BUY COATS?
- B. YOU BUY THEM AT A CLOTHING/DEPARTMENT STORE.

Pronunciation Hint: This is the first time compound nouns are practised. Note that in most cases the major stress falls on the first noun, e.g. bookstore, stationery store.

13.

Do Steps 1-4. Ask about the names of all types of stores mentioned in Practice 12. Use names of stores known in your own city. In answer to "Where is it?", remind students of the variety of ways they've already learned for describing locations, e.g. "at 20 Bloor St. W., on Bloor St. near Bay, far from ____ , not far from ____". Practices 12 and 13 can later be combined to form one consecutive conversation.

- A. WHAT'S THE NAME OF A GOOD (e.g. drugstore)?
- B. (e.g. Marshall's) IS GOOD.
- A. IS IT FAR FROM HERE?
- B. NO, IT'S NOT FAR. or NO, IT'S NOT.
- A. WHERE IS IT?
- B. IT'S ON ____ STREET, NEAR ____ STREET.
- ON ____ STREET, BETWEEN ____ AND ____.
- AT THE CORNER OF ____ AND ____.

UNIT FOUR — LESSON ONE

14.

Do Steps 1-4. Choose names of actual stores in your city. Draw blackboard maps to illustrate how to get there from the location of your school. Remind the students of the expressions already learned in Unit Three, Lesson 2, for giving directions. It might be helpful to list the familiar as well as the new expressions the students could use in giving directions. B's answer could be any combination of the expressions below. Practices 12, 13 and 14 could be combined to form a long conversation involving three people.

A. I WANT TO GO TO (e.g. Marshall's drugstore).

HOW DO YOU GET THERE?

B. TAKE THE ——— BUS/SUBWAY/STREETCAR.

GET OFF AT ———.

WALK ALONG ——— STREET TO ——— STREET.

TURN RIGHT/LEFT.

MANIPULATION DRILLS

1.

Do Step 3 only. A is the teacher and B is the whole class, one student or a series of students. In this drill the students are asked to repeat the teacher's sentence and then add one of their own, containing the phrase "I want to".

A. DO YOU HAVE A PEN?

WRITE A LETTER

B. DO YOU HAVE A PEN?

I WANT TO WRITE A LETTER.

DO YOU HAVE A CHAIR?

SIT DOWN

DO YOU HAVE A COMB?

COMB MY HAIR

DO YOU HAVE A BRUSH?

BRUSH MY HAIR

DO YOU HAVE A TOOTHBRUSH?

BRUSH MY TEETH

DO YOU HAVE A T.V. SET?

WATCH TELEVISION

DO YOU HAVE A BOOK?

READ

DO YOU HAVE A CALENDAR?

SEE THE DATE

DO YOU HAVE A CAR?

DRIVE

DO YOU HAVE A CHESS GAME?

PLAY CHESS

DO YOU HAVE A FOOTBALL?

PLAY FOOTBALL

2.

Do Step 3 only. A (the teacher) asks a question-tag question. B (a student) answers with either "Yes" or "No". You may want to drill the "yes" and "no" answers separately, and then mix them as they are presented here.

A. YOU'RE A STUDENT, AREN'T YOU?

B. YES, I AM.

A. HE'S NOT FRENCH, IS HE?

B. NO, HE'S NOT.

A. THEY'RE IN QUEBEC NOW, AREN'T THEY?

B. YES, THEY ARE.

A. I'M LATE, AREN'T I?

B. YES, YOU ARE.

A. WE'RE NOT AT HOME, ARE WE?

B. NO, WE'RE NOT.

A. IT'S 19—— NOW, ISN'T IT?

B. YES, IT IS.

A. SHE'S FROM POLAND, ISN'T SHE?

B. YES, SHE IS.

A. YOU'RE NOT A MECHANIC, ARE YOU?

B. NO, I'M NOT.

A. WE'RE LATE, AREN'T WE?

B. YES, WE ARE.

A. YOUR BOOK ISN'T BLUE, IS IT?

B. NO, IT ISN'T.

A. THEY'RE NOT AT HOME, ARE THEY?

B. NO, THEY'RE NOT.

UNIT FOUR — LESSON ONE

3.

Do Step 3 only. A (the teacher) makes a statement. B (a student) repeats the statement, adding the correct question tag.

- | | |
|---------------------------------------|---|
| A. THIS BOOK ISN'T YOURS. | B. THIS BOOK ISN'T YOURS, IS IT? |
| A. TODAY'S (e.g. Friday). | B. TODAY'S FRIDAY, ISN'T IT? |
| A. HIS BIRTHDAY IS ON MARCH THE 18TH. | B. HIS BIRTHDAY IS ON MARCH THE 18TH, ISN'T IT? |
| A. HER BIRTHDAY IS IN SEPTEMBER. | B. HER BIRTHDAY IS IN SEPTEMBER, ISN'T IT? |
| A. SHE'S NOT AT HOME. | B. SHE'S NOT AT HOME, IS SHE? |
| A. YOU'RE FROM HUNGARY. | B. YOU'RE FROM HUNGARY, AREN'T YOU? |
| A. YOU'RE NOT ITALIAN. | B. YOU'RE NOT ITALIAN, ARE YOU? |
| A. THEY'RE NOT CANADIAN. | B. THEY'RE NOT CANADIAN, ARE THEY? |
| A. THOSE ARE PETER'S. | B. THOSE ARE PETER'S, AREN'T THEY? |
| A. THAT'S RIGHT. | B. THAT'S RIGHT, ISN'T IT? |
| A. I'M WRONG. | B. I'M WRONG, AREN'T I? |
| A. HE'S A DOCTOR. | B. HE'S A DOCTOR, ISN'T HE? |
| A. IT'S ON YOUR DESK. | B. IT'S ON YOUR DESK, ISN'T IT? |
| A. YOU'RE NOT FROM ALBERTA. | B. YOU'RE NOT FROM ALBERTA, ARE YOU? |
| A. SHE'S NOT TWENTY YEARS OLD. | B. SHE'S NOT TWENTY YEARS OLD, IS SHE? |
| A. THAT'S NOT A BOOKSTORE. | B. THAT'S NOT A BOOKSTORE, IS IT? |
| A. IT'S FAR FROM HERE. | B. IT'S FAR FROM HERE, ISN'T IT? |
| A. IT'S AT THE CORNER OF — AND —. | B. IT'S AT THE CORNER OF — AND —, ISN'T IT? |

4.

Do Step 3 only. This is a question formation drill. A (the teacher) states the answer and cues B with the question word. You may want to try the drill again later, this time not providing the question-word cue.

- | | |
|--|---|
| A. THEY LIVED IN FRANCE FOR TWO YEARS. HOW LONG | B. HOW LONG DID THEY LIVE IN FRANCE? |
| A. SHE CAME TO CANADA FIVE YEARS AGO. HOW LONG AGO | B. HOW LONG AGO DID SHE COME TO CANADA? |
| A. ANDREW IS 13 YEARS OLD. HOW OLD | B. HOW OLD IS ANDREW? |
| A. HIS BIRTHDAY IS ON MARCH THE 18TH. WHEN | B. WHEN IS HIS BIRTHDAY? |
| A. HE WAS BORN ON MARCH THE 18TH. WHEN | B. WHEN WAS HE BORN? |
| A. MY BIRTHDAY IS IN FEBRUARY. WHEN | B. WHEN IS YOUR BIRTHDAY? |
| A. HE CAME HERE BY PLANE. HOW | B. HOW DID HE COME HERE? |
| A. YOU BUY THEM AT DRUGSTORES. WHERE | B. WHERE DO YOU BUY THEM? |
| A. I STAYED THERE FOR THREE WEEKS. HOW LONG | B. HOW LONG DID YOU STAY THERE? |
| A. I CAME HERE TWO DAYS AGO. HOW LONG AGO | B. HOW LONG AGO DID YOU COME HERE? |

NOTES

Unit Four – LESSON TWO

CONTENT

PATTERNS	VOCABULARY	
<p>Is it raining/snowing today? Is it cold/hot today? What's the weather like today? What's it like outside today? It's raining/snowing. It's hot (and windy). It's raining outside, isn't it? Then I need my umbrella. It's not snowing outside, is it? Good. Then I don't need my boots. I'm/He's/She's wearing a blue suit today. I like it/them. Am I wearing black shoes today? Are you wearing a white shirt today? Is he/she wearing a white shirt today? Are they wearing black shoes today? What is he/she wearing today? Do you know how to ski/skate? I go skiing/skating every winter. I watch hockey games on T.V. I want to go swimming. It's near/far from/east of Toronto. How long does it take to get there? It takes about two days to get there by train. It's a good place for skiing.</p>	NOUNS	EXPRESSIONS
	<p>Articles of Clothing: pants trousers socks stockings scarf belt bathing suit umbrella boots raincoat rain hat sunglasses etc.</p>	<p>go for a walk come home have a good time take a train</p>
		ADJECTIVES
	<p>Sports Equipment: hockey stick soccer ball sailboat skis etc.</p> <p>sports shop hockey soccer east west north south rain town place weather</p>	<p>hot warm sunny dry windy cold cool cloudy wet angry</p>
		VERBS
	<p>go skiing go skating go swimming wear rain snow need rent put on take off</p>	
	ADVERBIALS	
	<p>outside inside</p>	
	PREPOSITIONS	
	<p>behind under</p>	

UNIT FOUR — LESSON TWO

STRUCTURE NOTES

Present Continuous Tense: The Present Continuous Tense is introduced in this lesson and practised with the three verbs “rain”, “snow”, and “wear”. The tense is practised in all persons in the following three patterns:

Verb: **WEAR** — Present Continuous Tense

	I You He/She We/They	am are is are	wearing wearing wearing wearing	a white shirt black pants a blue hat brown boots	today/now. today. today. today.	Statement
	Is	he	wearing	a white shirt	today?	Yes/No Question
What	is	he	wearing		today?	Question-word Question

Point out that the Present Continuous Tense is made up of the Habitual of “be” plus the base of the verb with “-ing” added to it. Show how the two parts of the tense are separated in questions.

Weather Expressions: A variety of weather expressions are introduced in this lesson. They are:

What's the weather like (outside) today?

What's it like (outside) today?

It's raining/snowing.

It's hot/cold/windy/warm, etc.

It is important to make a distinction between the two statements beginning with “it”.

(1) **IT + VERB** (Present Continuous Tense)

It is raining.

It is snowing.

(2) **IT + BE + Adjective**

It is hot.

It is cold.

Students may confuse the use of “like” in “What's it/the weather like today?” with the use of “like” as a verb in sentences such as: “He likes spaghetti” and “I like it”. To contrast the two uses of “like”, practise conversations such as: “What's it like outside today?” “It's raining.” “Good, I like rain.”

“Go” + Gerund: A new pattern, with the verb followed by a gerund (the “-ing” form), is introduced in Practice 9. For example: “I go skiing every winter”. In Unit Four, Lesson 1, the verb plus infinitive pattern was introduced, e.g. “I want to buy a bicycle.” In this lesson this pattern is joined with the verb plus gerund pattern in Practice 10.

e.g.		Verb	Infinitive	Gerund
	I	want	to go	skating.

UNIT FOUR — LESSON TWO

"How long . . . take?": In Practice 12 a new question-answer pattern is introduced.

		It + Verb		Infinitive	Where?	How?
How long	does	It takes it take	about 3 hours	to get to get	there there?	by train.

Note that the verb "take" also appears in "take lessons" (Unit Four, Lesson 1), as well as "take a train" and "take an umbrella" of this lesson.

Past Tense Forms: Note the appearance of the irregular Past Tense forms "took" and "drove", as well as the regular form "snowed".

SUGGESTIONS

Teaching Aids: Pictures of various weather conditions (e.g. cloudy day, windy day, sunny day, snowfall, etc.); pictures of sports activities (e.g. skating, skiing, hockey, sailing, football, swimming, etc.); map of your city and the surrounding area; map of the world.

Weather Expressions: A large number of weather adjectives are introduced in this lesson, e.g. "It is hot/cold/windy/sunny", etc. Some of these may already be familiar to the students if the subject of weather has come up in previous classes. You might want to introduce other adjectives such as "humid, stormy", etc. If they are appropriate to the situation, do so.

Students' Workbook: A question attached to the twenty-fourth picture asks the student, "What are you wearing?" Encourage the students to answer this question with a long, detailed description of several articles of clothing, e.g. "I'm wearing a blue shirt, a red tie, a grey suit, black shoes and black socks." For further practice with "wearing" in the Present Continuous Tense, have the students go through pictures from previous units, asking them "What is he/she wearing?"

Games:

What is he/she wearing?

Send one student out of the classroom. Then ask the class to describe what he/she is wearing. Insist that they mention colours in their descriptions, e.g. "He's wearing a brown and white shirt, black pants and black shoes."

Where is ———?

This is simply a geography quiz, in which the teacher asks the students to describe the location of a place. As each student answers, ask the next one to be more specific.

- e.g. A. Where is Ottawa?
- B. It's in Canada.
- A. Yes. Tell me more.
- B. It's in Ontario.
- It's northeast of Toronto.
- It's near Montreal.
- It's beside Hull.
- It's on the Ottawa River.
- etc.

CONVERSATION PRACTICES

1.

First do Steps 1-3. Explain the various weather expressions by referring to the pictures in the Students' Workbook or using other pictures. To introduce "warm" and "cool" you might find it useful to say "It's not v^éry cold. It's cool." and "It's not v^éry hot. It's warm.". Then continue with Step 4, guiding the students with a list of weather adjectives, e.g. "hot, cold, warm, cool, sunny, cloudy, windy" on the blackboard.

A. IS IT RAINING/SNOWING TODAY?

B. YES, IT IS /NO, IT'S NOT.

A. IS IT HOT/COLD/SUNNY/CLOUDY/WARM/COOL/WINDY TODAY?

B. YES, IT IS /NO, IT'S NOT.

Pronunciation Hint: Drill the pronunciation of the "-ing" ending on "raining" and "snowing", pointing out that the "g" is not pronounced, e.g. "raining" /réynɪŋ/. Contrast the /ɪŋ/ with /ɪn/ and /ɪnk/ in groups such as: "sing - sin - sink", "ding - din - dink" and "ting - tin - tink".

2.

Do Steps 1-4. Introduce the alternative expression, "What's it like outside today?", as well as "What's it like inside?". Have the students combine expressions, if appropriate.

e.g. It's raining and it's windy.

It's snowing and it's cold.

It's hot and (it's) cloudy.

A. WHAT'S THE WEATHER LIKE TODAY?

B. IT'S (e.g. raining and it's cold).

Pronunciation Hint: Note the stress in "What's the ^{wé}ather like today?"

3.

Do Steps 1-4. For Step 4 refer students to a blackboard list of weather expressions. Divide the list into two sections, one containing the Present Continuous forms and the other the adjectives.

e.g. It is raining.

It is snowing.

It is warm.

hot.

sunny.

etc.

Also provide a blackboard list of articles of clothing, e.g. "hat, scarf, sunglasses, boots, raincoat, umbrella, coat".

A. IT'S (e.g. raining/cold) OUTSIDE, ISN'T IT?

B. YES, IT IS.

A. THEN I NEED MY (e.g. umbrella/coat).

Then continue with question-tag questions requiring a negative answer.

A. IT'S NOT (e.g. snowing/cloudy) OUTSIDE, IS IT?

B. NO, IT'S NOT.

A. GOOD. THEN I DON'T NEED MY (e.g. boots, raincoat).

4.

Do Steps 1-3. First carry out the Practice with singular articles of clothing, e.g. "suit, dress, tie, skirt, blouse, shirt". Then begin the Practice again, this time asking about articles of clothing which are plural in form. For example: "What colour are my pants/trousers/shoes/boots/socks/stockings?" "They're black." "Yes, I'm wearing black pants."

- A. WHAT COLOUR IS MY (e.g. suit, dress)?
- B. IT'S (e.g. blue).
- A. YES, I'M WEARING A (e.g. blue suit/dress) TODAY.
- A. WHAT COLOUR IS C'S (e.g. suit, dress)?
- B. IT'S (e.g. brown).
- A. YES, C'S WEARING A (e.g. brown suit/dress) TODAY.

5.

Do Steps 1-4. Substitute other colours and articles of clothing. For Step 4 provide the students with a blackboard list of articles of clothing and colours. List plural articles of clothing too, e.g. "pants, socks, stockings, shoes, trousers", etc.

- A. AM I WEARING (e.g. a white shirt/black shoes) TODAY?
- B. YES, YOU ARE /NO, YOU'RE NOT.
- A. ARE YOU WEARING (e.g. a white shirt/black shoes) TODAY?
- B. YES, I AM /NO, I'M NOT.
- A. IS C WEARING (e.g. a white shirt/black shoes) TODAY?
- B. YES, HE/SHE IS. or NO, HE'S/SHE'S NOT.
- A. ARE C AND D WEARING (e.g. white shirts) TODAY?
- B. YES, THEY ARE/NO, THEY'RE NOT. or C IS, BUT D'S NOT.

6.

Do Steps 1-4. Get the students to enumerate articles of clothing, e.g. "He's wearing a red shirt, black pants and brown shoes."

- A. WHAT'S C WEARING TODAY?
- B. HE'S/SHE'S WEARING A (e.g. white shirt, etc.).

Pronunciation Hint: Note that there is a special stress and intonation pattern for listing items in a series:

He's wearing a rēd shirt. ↘ blāck pānts ↘ and brōwn shōes. ↘

7.

Do Steps 1-4. Substitute other colours and articles of clothing. Practise plural articles of clothing as well, e.g. "I'm wearing new shoes today". "I like them".

- A. I'M WEARING A NEW (e.g. dress) TODAY.
- B. I LIKE IT.
- A. THANK YOU.

8.

Do Steps 1-4. This Practice could be developed into a chain. Introduce the sports activities by showing the students pictures of hockey, football, baseball and soccer games.

A. DO YOU PLAY HOCKEY/FOOTBALL/BASEBALL/SOCCER?

B. YES, I DO.

or **NO, I DON'T (BUT I GO TO — GAMES).**

or **NO, I DON'T (BUT I WATCH — GAMES ON T.V.).**

9.

Do Steps 1-4. Note that this Practice introduces two new patterns — “know how to” and “go — ing”. Continue with other sports and seasons, e.g. “Do you know how to swim?” “Yes, I do. I go swimming every summer.”

A. DO YOU KNOW HOW TO SKI/SKATE?

B. YES, I DO. I GO SKIING/SKATING EVERY WINTER.

or **NO, I DON'T.**

10.

Do Steps 1-4. Use pictures to introduce the words for sports equipment.

**A. I WANT TO GO SKATING/SKIING/SWIMMING/WATER-SKIING/SAILING.
I WANT TO PLAY HOCKEY/FOOTBALL/BASEBALL/SOCCER.**

**B. THEN YOU NEED SKATES/SKIS/A BATHING SUIT/WATER-SKIS/
A SAILBOAT.**

**THEN YOU NEED A HOCKEY STICK/A FOOTBALL/A BASEBALL/
A SOCCER BALL.**

A. WHERE DO YOU BUY (e.g. skates)?

B. YOU BUY THEM AT A SPORTS SHOP OR A DEPARTMENT STORE.

Pronunciation Hint: Note that the stress falls on the first word of the compounds “spórts shop/store” and “deparťment store”.

11.

Do Steps 3 and 4. Substitute the name of your city in place of “Toronto”. Point to and ask about the location of other places in reference to your city. This is a good chance to familiarize the students with the map of Canada and with the location of sports and recreation areas in and around your city. You may also want to introduce combined directions such as: “southeast, southwest”, etc. Introduce “a long way from” as an alternative to “far from”.

A. IS (e.g. Newfoundland) NEAR TORONTO OR FAR FROM TORONTO?

B. IT'S FAR FROM TORONTO.

A. IS IT EAST OF TORONTO OR WEST OF TORONTO?

B. IT'S EAST OF TORONTO.

12.

Do Steps 1-4. Use a map, pointing to the places as you refer to them. At first choose famous, faraway places. Then introduce place names mentioned in Practice 11 — sports and recreation areas in and around your city. Introduce various means of transportation, e.g. "It takes about — by ship/boat/plane/car/bus/train." For Step 4 you may want to list place names on the blackboard to cue the students.

A. I WANT TO GO TO (e.g. Banff).

B. THAT'S FAR FROM HERE.

A. HOW LONG DOES IT TAKE TO GET THERE?

B. IT TAKES ABOUT (e.g. two and a half days by train/four hours by plane).

Combine the patterns of Practices 10, 11 and 12 into one conversation, containing questions such as: "Where do you go —ing/play —? Where is it? How long does it take to get there?"

MANIPULATION DRILLS

1.

First do Step 3 only. A is the teacher and B is a series of individual students. Then do Step 4, providing the students with a blackboard list as cues, e.g. "boots — raining", "gloves — cold", "hat — windy".

A. DO I NEED BOOTS/AN UMBRELLA/A RAINCOAT? RAINING

B. YES, IT'S RAINING OUTSIDE.

A. DO I NEED A SCARF? WINDY

B. YES, IT'S WINDY OUTSIDE.

A. DO I NEED SUNGLASSES? SUNNY

B. YES, IT'S SUNNY OUTSIDE.

A. DO I NEED GLOVES? COLD

B. YES, IT'S COLD OUTSIDE.

A. DO I NEED A HAT? COLD, WINDY

B. YES, IT'S COLD AND WINDY OUTSIDE.

2.

Do Step 3 only. A is the teacher and B is the whole class or a series of individual students. Use the following frame for a substitution drill. Substitute pronouns or proper names and articles of clothing.

I'm You're He's/She's We're They're John's	wearing	a white shirt black pants brown socks a red tie	today.
---	---------	--	--------

e.g. A. I'M WEARING A WHITE SHIRT TODAY. JOHN

B. JOHN'S WEARING A WHITE SHIRT TODAY.

A. YOU

B. YOU'RE WEARING A WHITE SHIRT TODAY.

A. BROWN SOCKS

B. YOU'RE WEARING BROWN SOCKS TODAY.

A. THEY/WE, etc.

NOTES

Unit Four – LESSON THREE

CONTENT

PATTERNS	VOCABULARY	
<p>What colour shirt are you wearing today? Who is wearing a blue shirt today? Open the door please. Wait. What are you doing? I'm opening the door. They're shaking hands. Why are you doing that? He told me to. You're sitting beside —, aren't you? Where is he sitting? Stop writing/smoking. I'm not writing. I'm listening to you. But I like smoking. I'm (just) watching T.V.</p> <p>Do you smoke? Are you smoking (now)?</p> <p>We're not studying French. We're studying English.</p> <p>Who(m) are you talking to? They usually walk to school, but today they are going by car.</p> <p>You'd better hurry. You're working hard, aren't you? I'd better stop talking to you. Don't work too hard.</p>	NOUNS	EXPRESSIONS
	<p>meat fish story slacks rag pail windowsill cake cookies game</p>	<p>anyway on time shake hands do homework talk on the telephone Good-bye!</p>
	VERBS	PREPOSITIONS
	<p>wait write tell (told) listen to leave run relax move hurry</p>	<p>in front of beside</p>

STRUCTURE NOTES

The Present Continuous Tense: The Present Continuous Tense is used for a variety of purposes. It describes an existing state or condition (e.g. I'm wearing a white shirt. It's raining outside). It describes an action performed at the moment of speech (e.g. What are you doing? I'm washing the windows.). It is also used to describe an action performed over a longer period of present time, as long as that period is not yet over and as long as the action is not habitual (e.g. I'm smoking cigars tonight. They're writing a book this year.). The three uses described here are practised in Lessons 1 and 2 of Unit Four. In Lesson 2 the new patterns with the Present Continuous Tense are:

	I	am	not	talking.	Negative Statement
	You	are		working hard, aren't you?	Question Tag
Where What Why Who(m)	are	you		going? doing? doing that? talking to?	Question-word Question

Note the difference between the two types of questions with "who".

In one, "who" is the object of the verb or of a preposition. It follows the same pattern as the other question-word questions. For example: "Who(m) are you talking to?"

In the other, "who" is the subject of the verb. The subject and verb do not exchange places as in other question-word questions.

e.g. Who is wearing a white shirt?
John is wearing a white shirt.

Gerund: In the previous lesson, the verb "go" followed by a gerund was practised, e.g. "I go skiing every winter". In this lesson, two other verbs which are followed by a gerund are introduced. These are "stop" and "like". For example: "Stop smoking. But I like smoking". It might be necessary, at this point, to review the various patterns in which "like" is found. Contrast sentences such as: "What's the weather like?", "I like rain/it/spaghetti" and "I like walking in the rain/smoking/eating spaghetti". A further use of "like", as a preposition, has not been introduced yet. Sentences such as "He looks like his father. He works like a machine", etc., will be practised at a later stage.

Imperative: In Unit Three the Imperative form of the verb was used in giving directions, e.g. "Take the — bus and get off at —." and in introducing the Simple Past Tense. It is used again here as an aid in introducing the Present Continuous Tense. For example: "Go to the door. Wait. What are you doing?" The negative Imperative is introduced in the story in the Students' Workbook, e.g. "Don't work too hard."

Question Tags: Question-tag questions in the Present Continuous Tense do not differ from question tags with the verb "be" in the Habitual. For example: "You're busy, aren't you?" and "You're working hard, aren't you?" Once the principle behind the use of question tags in general has been mastered (hopefully in Lesson 1 of this unit), students should have no difficulty using them with a variety of tenses.

UNIT FOUR — LESSON THREE

Object Pronouns: The object pronouns “him, her, them, it” were practised in previous units. In this lesson “me” and “you” are practised. For example: “I’m listening to you. He’s talking to you” and “He told me to”. Although the verb “tell” followed by the indirect object “me” is introduced, it is not practised extensively and no other verbs of that pattern are introduced. It is suggested, therefore, that “He told me to” be practised as an isolated idiom at this point.

SUGGESTIONS

Games:

What colour — am I wearing?

Student A stands with his back to the class. Other students (B) take turns asking him questions such as: “What colour dress/shirt/socks, etc.. am I wearing?” Student A has three guesses which he must put in the form of yes/no questions.

- | | |
|--------------------------------------|-----------------|
| e.g. A. Are you wearing a red dress? | B. No, I’m not. |
| A. Are you wearing a blue dress? | B. No, I’m not. |
| A. Are you wearing a grey dress? | B. Yes, I am. |

What am I doing?

Student A comes to the front of the class and turns his back on the rest of the students so that he can’t see them. The other students take turns performing some action. As each student performs an action. (e.g. standing on his chair, writing his name on the blackboard, pointing to the map, etc.) he asks Student A “What am I doing?” Student A has three chances to guess the correct answer and must guess by asking yes/no questions.

- | |
|--|
| e.g. A. Are you sitting on your chair? |
| B. No, I’m not. |
| A. Are you writing my name? |
| B. No, I’m not. |
| A. Are you opening the window? |
| B. Yes, I am. |

If Student A fails to guess correctly by the third try, he must sit down. The student who stumped him then goes to the front of the class.

Pantomime

Have one student come to the front of the class and perform a series of pantomime actions. As he is performing each action he asks the class to guess what he is doing, saying “What am I doing?” Students try to guess the action by making statements in the Present Continuous Tense. For example: “You’re writing, running, driving a car, riding a bicycle, smoking, eating, drinking, washing your hair, putting on boots, taking off your ring, talking on the telephone”, etc.

What did I do?

Student A performs a series of actions, describing them as he does them.

- | |
|---|
| e.g. “I’m standing up, I’m walking to the door, I’m opening the door, I’m walking to —’s desk, I’m picking up —’s book, I’m putting it under the chair,” . . . etc. |
|---|

Student B then describes what Student A did, using the Simple Past Tense only.

- | |
|--|
| e.g. “He stood up, (then) he walked to the door, (then) he opened the door, (then) he walked to —’s desk, (then) he picked up —’s book” . . . , etc. |
|--|

CONVERSATION PRACTICES

1.

Do Steps 3 and 4. Substitute other articles of clothing and colours. Practise plural articles of clothing too (e.g. black pants, brown stockings, etc.). Repeat the last two lines of the Practice a few times, each time mentioning another colour or article of clothing.

- A. WHAT COLOUR (e.g. shirt) ARE YOU WEARING TODAY?**
B. I'M WEARING (e.g. a white shirt) TODAY.
A. IS C WEARING (e.g. a white shirt) TODAY TOO?
B. YES, HE IS /NO, HE'S NOT.
A. WHO'S WEARING (e.g. a blue shirt) TODAY?
B. D IS /D AND E ARE.

2.

Do Steps 1 and 2 only. As you are performing each of these actions, say what you are doing and have the class repeat the pattern.

- I'M STANDING UP.**
I'M GOING TO THE DOOR.
I'M OPENING THE DOOR.
I'M CLOSING THE DOOR.
I'M GOING BACK TO MY CHAIR.
I'M SITTING DOWN.
- I'M STANDING UP.**
I'M GOING TO THE BLACKBOARD.
I'M WRITING MY NAME.
I'M RUBBING OUT (ERASING) MY NAME.
I'M GOING BACK TO MY CHAIR.
I'M SITTING DOWN.
- I'M TAKING OFF MY RING/WATCH.**
I'M PUTTING IT ON MY DESK.
I'M PUTTING ON MY RING/WATCH.
etc.

Pronunciation Hint: Students will need more practice in pronouncing the “-ing” ending as /ɪŋ/. Contrast “writing” /raɪtɪŋ/ with “riding” /raɪdɪŋ/, pointing out that the second word has a longer diphthong and a voiced consonant. The stress in two-word verbs such as “take off” and “put on” falls on the second word, e.g. “I’m taking off my ring”.

3.

Do Steps 1-3 only. Do Step 3 with individual students only. Interrupt the student as he is performing the action with the question, “What are you doing?” Continue with other actions, including those presented in Practice 2. For example: “open the door, close the door, stand up, sit down, write your name, rub out your name, take off your watch, put on your watch, go to —’s desk, open the window”, etc. Make sure that the actions take long enough to perform for the question to be realistic in the Present Continuous Tense.

- A. B, GO TO THE DOOR PLEASE.**
WAIT. WHAT ARE YOU DOING?
B. I'M GOING TO THE DOOR.
etc.

4.

Do Step 3 only. Introduce the meaning of "shake hands" by shaking hands with one of the students as you say "We're shaking hands". Continue with other actions to be performed by two people. For example: "pick up the table, move the desk to the corner", etc.

- A. B AND C, SHAKE HANDS.
WAIT. WHAT ARE YOU DOING?
- B. + C. WE'RE SHAKING HANDS.
- A. to D. WHAT ARE THEY DOING?
D. THEY'RE SHAKING HANDS.
- A. WHO IS SHAKING HANDS?
D. B AND C ARE.

5.

Do Steps 1-4. A is the teacher. C performs the action and B questions C. Continue with a variety of other actions, e.g. "move your chair to the corner, put your books under your chair, take off your shoes, open all the windows", etc.

- A. C, WRITE YOUR NAME ON THE BLACKBOARD.
- B. WHAT ARE YOU DOING, C?
C. I'M WRITING MY NAME ON THE BLACKBOARD.
- B. WHY ARE YOU DOING THAT?
C. A TOLD ME TO.

6.

Do Step 3 only. Continue with "C, stand beside D." and "Is he standing beside E?"

- A. C AND D, STAND UP PLEASE.
C, STAND IN FRONT OF D.
WHERE IS C STANDING?
- B. HE'S/SHE'S STANDING IN FRONT OF D.
- A. IS HE/SHE STANDING BEHIND D?
B. NO, HE'S/SHE'S NOT.

7.

Do Step 3 only. First use one preposition at a time, e.g. "You're sitting behind D, aren't you?". Then use all three in one question, e.g. "You're sitting beside —, in front of — and behind —, aren't you?".

- A. B, YOU'RE SITTING BESIDE/IN FRONT OF/BEHIND C, AREN'T YOU?
B. YES, I AM.
- A. to D. WHERE IS B SITTING?
D. HE'S SITTING BESIDE/IN FRONT OF/BEHIND C.

8.

Do Steps 1-3. Continue with a variety of commands. Direct the commands to two students at a time, and then get one to ask the other the question in Line 2.

- A. STAND UP PLEASE.
- B. to C. IS HE/SHE TALKING TO ME OR TO YOU?
C. to B. HE'S/SHE'S TALKING TO YOU.

9.

Do Steps 1-3 only. Direct your commands to a series of individual students, each time accusing a student of doing something he isn't doing.

- A. B, STOP WRITING/READING/TALKING/SMOKING/EATING, etc.
- B. BUT I'M NOT WRITING/READING/TALKING, etc.
(I'M LISTENING TO YOU.)

10.

Do Steps 1-3 only. This time direct your commands to students who are actually smoking, eating, chewing gum, etc.

- A. B, STOP SMOKING/CHEWING GUM/EATING, etc.
- B. BUT I LIKE SMOKING/CHEWING GUM/EATING, etc.

11.

Do Steps 1-4. This Practice is a simulated telephone conversation. For Steps 3 and 4, guide students with a series of actions listed on the blackboard.

- A. HELLO B, HOW ARE YOU?
- B. I'M FINE, THANKS.
- A. ARE YOU BUSY NOW?
- B. NO, I'M NOT. I'M JUST (e.g. watching T.V., reading the paper).
- or
- YES, I AM. I'M (e.g. doing my homework, writing a letter).

12.

Do Steps 1-4. Continue with "in front of" and "behind". Also ask questions in the third person. This Practice contrasts the Present Continuous Tense with the Habitual Tense.

- A. ARE YOU SITTING BESIDE C?
- B. YES, I AM.
- A. DO YOU USUALLY SIT BESIDE C?
- B. YES, I DO /NO, I DON'T.

13.

Do Steps 1-4. Substitute other articles of clothing.

- A. WHAT COLOUR (e.g. shoes) IS C WEARING TODAY?
- B. HE'S/SHE'S WEARING (e.g. brown shoes).
- A. DOES HE/SHE USUALLY WEAR (e.g. brown shoes)?
- B. YES, HE/SHE DOES.
- or
- NO, HE/SHE DOESN'T.
- or
- I DON'T REMEMBER.

14.

Do Steps 1-4. For Step 4 guide the students with a blackboard list of verbs. For example: "smoke, eat meat, drive a car, drink wine, speak French, read magazines", etc. You may want to begin the Practice again, this time saying Lines 3 and 4 first.

- A. DO YOU (e.g. smoke)?**
B. YES, I DO /NO, I DON'T.
A. ARE YOU (e.g. smoking) NOW?
B. NO, I'M NOT.

MANIPULATION DRILLS

1.

Do Step 3 only. A is the teacher and B is the whole class or a series of individual students. This is a multiple substitution drill. Substitute pronouns and names first, then verb phrases, and then both.

Is	he	wearing a red jacket?
	she	sitting beside the door?
Are	John	opening the window?
	you	closing the door?
	John and Maria	taking off — boots?
	they	writing a book?
		reading the newspaper?
		watching T.V.?
		cooking dinner?
		eating lunch?
		etc.

- A. IS HE WEARING A RED JACKET? YOU**
B. ARE YOU WEARING A RED JACKET?
A. SHE
B. IS SHE WEARING A RED JACKET?
A. READING THE NEWSPAPER
B. IS SHE READING THE NEWSPAPER?
A. THEY
B. ARE THEY READING THE NEWSPAPER?
 etc.

UNIT FOUR — LESSON THREE

2.

Do Step 3 only. In this drill B (the whole class or individual students) repeats the negative statement and adds an affirmative one.

- | | |
|--|--|
| A. HE'S NOT GOING TO THE DOOR.
WINDOW | B. HE'S NOT GOING TO THE DOOR.
HE'S GOING TO THE WINDOW. |
| A. I'M NOT SMOKING A CIGAR.
A CIGARETTE | B. I'M NOT SMOKING A CIGAR.
I'M SMOKING A CIGARETTE. |
| A. YOU'RE NOT TALKING TO JOHN.
TO MARY | B. YOU'RE NOT TALKING TO JOHN.
YOU'RE TALKING TO MARY. |
| A. WE'RE NOT STUDYING FRENCH.
ENGLISH | B. WE'RE NOT STUDYING FRENCH.
WE'RE STUDYING ENGLISH. |
| A. THEY'RE NOT WRITING A BOOK.
A STORY | B. THEY'RE NOT WRITING A BOOK.
THEY'RE WRITING A STORY. |
| A. I'M NOT EATING MEAT. FISH | B. I'M NOT EATING MEAT.
I'M EATING FISH. |
| A. SHE'S NOT SITTING BEHIND JACK.
IN FRONT OF | B. SHE'S NOT SITTING BEHIND JACK.
SHE'S SITTING IN FRONT OF JACK. |

3.

Do Step 3 only. This is a question formation drill. A (the teacher) states the answer and then cues B with the question word.

- | | |
|---|--|
| A. HE'S WEARING BROWN BOOTS.
WHAT COLOUR | B. WHAT COLOUR BOOTS IS HE
WEARING? |
| A. JOSEPH IS COOKING DINNER. WHO | B. WHO'S COOKING DINNER? |
| A. THEY'RE GOING TO A PARTY. WHERE | B. WHERE ARE THEY GOING? |
| A. I'M TALKING TO MICHAEL. WHO(M) | B. WHO(M) ARE YOU TALKING TO? |
| A. SHE'S EATING MEAT. WHAT | B. WHAT'S SHE EATING? |
| A. I'M DOING HOMEWORK. WHAT | B. WHAT ARE YOU DOING? |
| A. HE'S PUTTING THE BOOK ON THE
TABLE. WHERE | B. WHERE IS HE PUTTING THE BOOK? |

4.

Do Step 3 only. A (the teacher) makes a statement in the Habitual Tense. B repeats this statement and adds one in the Present Continuous Tense.

- | | |
|--|--|
| A. I USUALLY WEAR A SUIT. TODAY — SWEATER | |
| B. I USUALLY WEAR A SUIT, BUT TODAY I'M WEARING A SWEATER. | |
| A. I USUALLY SMOKE CIGARETTES. TONIGHT — CIGARS | |
| B. I USUALLY SMOKE CIGARETTES, BUT TONIGHT I'M SMOKING CIGARS. | |
| A. HE USUALLY READS THE STAR. TODAY — THE TELEGRAM | |
| B. HE USUALLY READS THE STAR, BUT TODAY HE'S READING THE
TELEGRAM. | |
| A. SHE USUALLY SITS BESIDE MARIA. TODAY — BESIDE DIANE | |
| B. SHE USUALLY SITS BESIDE MARIA, BUT TODAY SHE'S SITTING
BESIDE DIANE. | |
| A. THEY USUALLY DRIVE TO WORK. TODAY — TAKING A BUS | |
| B. THEY USUALLY DRIVE TO WORK, BUT TODAY THEY'RE TAKING A BUS. | |

Unit Four — LESSON FOUR

CONTENT

PATTERNS	VOCABULARY	
<p>What am I holding in my right hand? Which pen is in my right hand? The red one (is). Which one/ones do you want? I want the red one/ones. No, I want the other one/ones. Do you have change for a five-dollar bill? No, I only have three dimes. How much does it/do they cost? It costs/They cost ten (dollars and) twenty-five (cents). It's/They're twenty dollars. I don't have enough money. I only have \$3.99. That colour looks good on you. What size is it? It's size (e.g. 40). What size shirt/shoes does he wear? He wears a size 15 shirt He wears size 10 shoes. I'm putting on my sweater. I'm taking my sweater off. I'm trying it on. He's putting it/them on because it's cold outside. Does it fit? It's too small. I bought a red blouse with long sleeves and a pointed collar.</p>	NOUNS	EXPRESSION
	Coins and Bills: a quarter a dime a nickel a penny a dollar (bill) a two-dollar bill a ten-dollar bill ten cents etc. change briefcase girlfriend size price sleeves collar bill present	That's too bad
		ADJECTIVES
		expensive pointed small beautiful enough (money) thin fat long tall short
	VERBS	
	cost try on fit look (good) call take back buy	
ADVERBIALS		
at Taylor's at the Mod Shop		

UNIT FOUR — LESSON FOUR

STRUCTURE NOTES

Which: The adjectival question-word “which” is introduced in this lesson. Note that “which” indicates a certain definiteness. Answers to “which + Noun” questions are always specific, containing either the definite article or a possessive. For example: “Which book do you want?” “I want the red one/yours/Sam’s”. On the other hand, “What kind of + Noun” questions require more general answers, containing the indefinite article. For example: “What kind of a book do you want?” “I want a poetry book”.

Two-word Verbs: Both separable and inseparable two-word verbs are practised in this lesson. With separable two-word verbs (e.g. pick up, put on, take off, try on) the direct-object noun may come either between the two parts of the verb or after the second part of the verb. If the direct object is a pronoun, however, it must come between the two parts. For example: “Put on your hat” or “Put your hat on” but “Put it on”.

With inseparable two-word verbs (e.g. look at, point to, talk to) both the noun and the pronoun direct object come after the second part of the verb. For example: “Look at the picture”. “Look at it”.

Cost: The irregular verb “cost” is introduced in the Habitual Tense and the Simple Past Tense. The Simple Past Tense form of “cost” is the same as the Habitual Tense form, except the third person singular Habitual. The question-word question beginning with “How much” is introduced.

Verb: **COST** — Habitual Tense

		It They	costs cost	five dollars. ten dollars.	Statement
How much How much	does do	it they	cost? cost?		Question-word Question

Verb: **COST** — Simple Past Tense

		It They	cost cost	five dollars ten dollars	last year. last year.	Statement
How much How much	did did	it they	cost cost		last year? last year?	Question-word Question

Money Expressions: A number of money expressions are introduced. These are practised with both “cost” and “be”. For example: “It costs five dollars” and “It’s five dollars”. Students are given practice in naming coins, bills and prices. Pay special attention to the use of “dollar” and “cent” as adjectives in the following patterns: “a five-dollar bill, a fifty-cent piece”, etc. Students tend to mistakenly add /s/ to these words (e.g. a five-dollars bill). Point out that the noun in such patterns is “a bill” or “a piece”.

Size Expressions: Size expressions for articles of clothing are introduced. For example:

“What size is it?”

“What size dress do you wear?”

“What size shoes do you wear?”

“It’s size 12”.

“I wear a size 12 dress”.

“I wear size 7 shoes”.

UNIT FOUR — LESSON FOUR

Point out that the noun in the last two patterns is not "size" but rather the article of clothing (e.g. dress, shoes). These size patterns correspond with the money patterns mentioned above. For example:

Singular

I wear *a* size 12 *dress*.
I have *a* five-dollar *bill*.

Plural

I wear size 7 *shoes*.
I have two five-dollar *bills*.

New Verbs: The irregular verb "fit" is introduced (e.g. Does it fit? Did it fit?). The linking verb "look" is introduced. This verb is followed by an adjective, as in the pattern, "That dress looks *good* on you". In Practice 8, the Simple Past Tense form of "have" is introduced (e.g. He only had ———).

Enough: "Enough" is practised in the pattern "enough + noun" (e.g. I don't have enough money.). In further lessons the pattern, adjective + "enough"; e.g. "big enough", will be introduced.

SUGGESTIONS

Teaching Aids: Pairs and groups of items differing in colour (e.g. blue books, grey books, black pens, red pens, etc.); a store catalogue; sale pages from newspapers; coins and bills of all denominations; a menu.

Adjectives: A number of new adjectives are introduced in this lesson. The pictures from the Students' Workbook can be used to teach "short", "tall", "fat" and "thin". A file of pictures illustrating adjectives should be developed by the teacher and expanded as the need for a larger descriptive vocabulary arises.

Teaching of Money, Size and Price Expressions: Familiarize students with the names for all of the coins — a dime, a nickel, a penny, a quarter. Do the same with both the short forms and the full expressions for prices.

e.g. It's ten twenty-five = It costs ten dollars and twenty-five cents.

Many supplementary materials can be utilized to practise these teaching points in a lively, varied way. A menu can be mimeographed and given to the class. Students can then ask each other what they want and ask the prices; they can add up the cost of meals and check to see if they have enough money. Clothing sale pages clipped from newspapers can generate lively question-answer sessions about size and price. Catalogues also lend themselves to the teaching of price, size, colour and money. Terms like "Sm., Med., Lge.", etc., can be taught.

Game:

How much is ——— and ———?

This is a money addition game using the Past Tense of "cost".

Student A: I bought (e.g. a sweater) and (e.g. a scarf) at (e.g. Martin's). The sweater cost \$10.35 and the scarf cost \$4.95. How much was the bill?
(The student writes the prices on the blackboard.)

Student B: The bill was \$15.30.

UNIT FOUR — LESSON FOUR

CONVERSATION PRACTICES

1.

Do Step 3 only. Continue with other pairs of items differing in colour, (e.g. 2 books, 2 pens, 2 purses, 2 wallets, 2 rings, etc.), asking "Which — is in my right/left hand?" to get the answer "The — one." Using similar pairs of items, place one in one place in the room, the other in another place, and ask: "Which — is on the desk?" "Which — is under the chair?", etc. In this way, many prepositions can be reviewed as the pattern "the — one" is introduced.

A. WHAT AM I HOLDING IN MY RIGHT HAND?

B. YOU'RE HOLDING A PEN.

A. WHAT COLOUR IS IT?

B. IT'S (e.g. red).

A. WHAT AM I HOLDING IN MY LEFT HAND?

B. YOU'RE HOLDING A PEN.

A. WHAT COLOUR IS IT?

B. IT'S (e.g. blue).

A. WHICH PEN IS IN MY RIGHT HAND?

B. THE (e.g. red) ONE (IS).

A. WHICH PEN IS IN MY LEFT HAND?

B. THE (e.g. blue) ONE (IS).

2.

Do Steps 1-4. Continue with other pairs of items differing in colour, (e.g. a black pen and a red one, a yellow pencil and a green one, etc.). Then continue with the second part of the Practice, substituting other groups of items, (e.g. black pens and red ones, etc.).

A. I HAVE A (e.g. red) BOOK AND A (e.g. blue) BOOK.

WHICH ONE DO YOU WANT?

B. I WANT THE (e.g. red) ONE.

A. to C. DO YOU WANT THE (e.g. red) ONE TOO?

C. NO, I WANT THE OTHER ONE.

A. I HAVE (e.g. blue) BOOKS AND (e.g. grey) BOOKS.

WHICH ONES DO YOU WANT?

B. I WANT THE (e.g. blue) BOOKS.

A. to C. DO YOU WANT THE (e.g. blue) BOOKS TOO?

C. NO, I WANT THE OTHER ONES.

3.

Do Steps 1-3. Repeat this drill as many times as is necessary to familiarize the students with money expressions. Put the symbols on the blackboard.

\$1.00 — a dollar/one dollar

\$1.25 — a/one dollar and twenty-five cents, a dollar twenty-five, or one twenty-five

.69 — sixty-nine cents

\$100.00 — a hundred dollars/one hundred dollars

\$200.00 — two hundred dollars

\$173.65 — a/one hundred and seventy-three dollars and sixty-five cents

UNIT FOUR — LESSON FOUR

A. WHAT DOES (e.g. \$2.00) MEAN?

B. IT MEANS (e.g. two dollars).

Pronunciation Hint: Note the different stress patterns in the following money expressions:

one d^{ollar} and twenty-five c^{ents}
a d^{ollar} twenty-five
o^{ne} twenty-five

4.

Do Steps 1-3. Continue with other coins: "a dime, a penny, a nickel, a fifty-cent piece (fifty cents)". Then continue with addition questions such as: "How much is a quarter and a dime?" "(It's) 35 cents." Then introduce bills: "a five-dollar bill, a dollar bill, a two-dollar bill", etc.

A. WHAT'S THIS?

B. IT'S A (e.g. quarter).

A. HOW MANY QUARTERS ARE THERE IN A DOLLAR?

B. THERE ARE 4 QUARTERS IN A DOLLAR.

Pronunciation Hint: Students may tend to add /s/ to the word "dollar" in expressions such as "a two-dollar bill, a five-dollar bill". To contrast the use of "dollar" as a noun and as an adjective, practise sentences such as:

"How many dollars are there in a five-dollar bill?"

"There are 5 dollars in a five-dollar bill."

5.

Do Steps 1-4. Continue with: "Do you have change for a dime, a quarter, fifty cents, a five-dollar bill, a ten-dollar bill?", etc. Have students use their own money (bills and coins) as they ask one another these questions.

A. DO YOU HAVE CHANGE FOR A DOLLAR?

B. YES, I HAVE (e.g. 2 quarters and 5 dimes).

or

NO, I ONLY HAVE (e.g. 3 dimes).

6.

First do Steps 1 and 2 with the statements; then do Step 3 with the questions. Use pictures if necessary. Continue with other objects and a variety of prices. Put the prices on the blackboard. Ask other questions, such as:

"Which pen costs sixty cents?"

"The blue one."

"Which shoes cost ten dollars?"

"The brown ones."

I'M HOLDING TWO PENS.

THE RED PEN COSTS TWENTY-NINE CENTS.

THE BLUE ONE COSTS SIXTY CENTS.

HOW MUCH DOES THE RED ONE COST? IT COSTS TWENTY-NINE CENTS.

HOW MUCH DOES THE BLUE ONE COST? IT COSTS SIXTY CENTS.

HERE ARE TWO PAIRS OF SHOES.

THE BROWN SHOES COST TEN DOLLARS.

THE BLACK ONES COST FIFTEEN DOLLARS.

HOW MUCH DO THE BROWN ONES COST? THEY COST TEN DOLLARS.

HOW MUCH DO THE BLACK ONES COST? THEY COST FIFTEEN DOLLARS.

UNIT FOUR — LESSON FOUR

7.

Do Steps 1-4. Make a list of items and their prices on the blackboard (e.g. book — \$5.95, desk — \$22.99), or use a store catalogue or a sale page from a newspaper. Have A quote the listed price and then have B quote any lower price.

- A. DO YOU WANT TO BUY THIS PEN/THESE SHOES?
- B. YES, I DO. HOW MUCH DOES IT/DO THEY COST?
- A. IT COSTS/THEY COST (e.g. ten dollars).
- B. I'M SORRY, I DON'T HAVE ENOUGH MONEY.
I ONLY HAVE (e.g. nine ninety-five).

8.

Do Steps 1-4. Practices 7 and 8 can be presented together. After B refuses to buy a particular object, go on to ask C why B didn't buy it. Continue with other items from the blackboard list, from the catalogue or from the sale page.

- A. DID B BUY THE (e.g. pen)?
- C. NO, HE DIDN'T.
- A. WHY?
- C. HE DIDN'T HAVE ENOUGH MONEY.
- A. HOW MUCH MONEY DID HE HAVE?
- C. HE ONLY HAD (e.g. three ninety-five).

9.

Do Steps 1-4. Then develop the Practice into a chain, allowing one student to choose the article of clothing he wishes to compliment the next student on.

- A. I LIKE YOUR (e.g. dress).
THAT COLOUR LOOKS/THESE COLOURS LOOK GOOD ON YOU.
- B. THANK YOU.
- A. IS IT NEW?
- B. YES, IT IS.
- or
- NO, IT ISN'T. I BOUGHT IT ____ AGO.
LAST ____.
IN ____.

10.

Do Steps 3 and 4. Have the students refer to any article of clothing belonging to the next student and develop the Practice into a chain. Combine Practices 9 and 10 to form a single conversation, changing "your" in Line 1 of Practice 10 to "it" or "them".

- A. WHERE DID YOU BUY YOUR (e.g. briefcase/shoes)?
- B. I BOUGHT IT/THEM IN (e.g. England).
AT (e.g. Taylor's).
AT (e.g. The Mod Shop).

UNIT FOUR — LESSON FOUR

A. WAS IT/WERE THEY EXPENSIVE?

B. I DON'T REMEMBER.

or

YES, IT/THEY COST ____.

or

NO, IT/THEY ONLY COST ____.

Pronunciation Hint: Point out to the students that "cost" remains the same form for all persons in the Simple Past Tense.

11.

Do Steps 1-3. Substitute other articles of clothing which are singular in form, so as to practise the pattern "a size — —" (e.g. a size 15 shirt). Then begin the Practice again, this time using articles of clothing which are plural in form. For example: "What colour are C's shoes/trousers/socks?", etc., and "He wears size 12 shoes". Draw attention to the absence of "a" with plural nouns.

A. WHAT COLOUR IS C'S (e.g. shirt)?

B. IT'S (e.g. beige).

A. WHAT SIZE IS IT?

B. I DON'T KNOW.

A. C, DO YOU KNOW?

C. YES, IT'S SIZE (e.g. 15).

A. to B. WHAT SIZE SHIRT DOES C WEAR?

B. HE WEARS A SIZE 15 SHIRT.

12.

Do Steps 1-4.

A. I WEAR A SIZE ____ DRESS/BLOUSE/SHIRT/JACKET/COAT.

I WEAR SIZE ____ SHOES/PANTS/SLACKS/GLOVES.

WHAT SIZE (e.g. coat/shoes) DO YOU WEAR?

B. I WEAR A SIZE ____ ____.

I WEAR SIZE ____ ____.

13.

Do Steps 1-3. Continue with "It's hot. I'm taking off my sweater." Point out that, with the verbs "put on" and "take off", the noun object may come either between the two parts of the verb, or after the second part, but that the pronoun "it" may come only between the two parts. Practise the three patterns with both verbs.

e.g. I put on my sweater.

I took off my sweater.

I put my sweater on.

I took my sweater off.

I put it on.

I took it off.

You may want to practise these verbs in the Simple Past Tense, asking questions such as "What did I do? Why did I put it on?" etc.

A. IT'S COLD.

I'M PUTTING ON MY SWEATER. or I'M PUTTING MY SWEATER ON.

WHAT AM I DOING?

B. YOU'RE PUTTING ON YOUR SWEATER. or YOU'RE PUTTING YOUR SWEATER ON.

A. WHY AM I PUTTING IT ON?

B. YOU'RE PUTTING IT ON BECAUSE IT'S COLD.

UNIT FOUR — LESSON FOUR

14.

Do Steps 1-3. Continue with "It's hot outside. You'd better take off your sweater."

A. B, IT'S COLD/SNOWING OUTSIDE.

YOU'D BETTER PUT ON YOUR COAT/BOOTS.

or

PUT YOUR COAT/BOOTS ON.

A. to C. WHY IS B PUTTING ON HIS COAT/BOOTS?

or

PUTTING HIS COAT/BOOTS ON?

C. HE'S PUTTING THEM ON BECAUSE IT'S COLD OUTSIDE.

15.

Do Steps 1-3. Continue with: "Whose ring did C try on? What did he/she try on? Who tried on B's ring? D, does B's ring fit you? Try it on." Continue with "gloves", e.g. "C, take B's gloves and try them on. Do they fit?" You could develop a chain with one student after another trying on an item, saying: "It fits me" or "It doesn't fit me. Does it fit you?"

A. B, ARE YOU WEARING A RING?

B. YES, I AM.

A. PLEASE TAKE IT OFF.

NOW, C TAKE B'S RING AND TRY IT ON.

WHAT ARE YOU DOING?

C. I'M TRYING ON B'S RING. *or* I'M TRYING B'S RING ON.

A. DOES IT FIT?

C. YES, IT DOES.

or

NO, IT DOESN'T. IT'S TOO SMALL/BIG.

MANIPULATION DRILLS

1.

Do Step 3 only. A is the teacher and B is the whole class or a series of individual students. This is an expansion drill. It could be used in conjunction with Practice 5.

A. A QUARTER

B. DO YOU HAVE CHANGE FOR A QUARTER?

A. A FIVE-DOLLAR BILL

B. DO YOU HAVE CHANGE FOR A FIVE-DOLLAR BILL?

A. A DOLLAR (BILL)

B. DO YOU HAVE CHANGE FOR A DOLLAR BILL?

A. A TWO-DOLLAR BILL

B. DO YOU HAVE CHANGE FOR A TWO-DOLLAR BILL?

A. A FIFTY-CENT PIECE

B. DO YOU HAVE CHANGE FOR A FIFTY-CENT PIECE?

A. A NICKEL

B. DO YOU HAVE CHANGE FOR A NICKEL?

A. A DIME

B. DO YOU HAVE CHANGE FOR A DIME?

A. A TEN-DOLLAR BILL

B. DO YOU HAVE CHANGE FOR A TEN-DOLLAR BILL?

2.

Do Step 3 only. This expansion drill could be used with Practice 7.

- A. IT'S TEN SIXTY-FIVE.
- B. IT COSTS TEN DOLLARS AND SIXTY-FIVE CENTS.
- A. IT'S THREE TWENTY-FIVE.
- B. IT COSTS THREE DOLLARS AND TWENTY-FIVE CENTS.
- A. IT'S FOURTEEN FORTY.
- B. IT COSTS FOURTEEN DOLLARS AND FORTY CENTS.
- A. IT'S FIFTEEN FIFTY.
- B. IT COSTS FIFTEEN DOLLARS AND FIFTY CENTS.
- A. IT'S ONE NINETY-EIGHT.
- B. IT COSTS ONE DOLLAR AND NINETY-EIGHT CENTS.
- A. IT'S NINETY-NINE, NINETY-NINE.
- B. IT COSTS NINETY-NINE DOLLARS AND NINETY-NINE CENTS.
- A. IT'S FIVE SEVENTY-FIVE.
- B. IT COSTS FIVE DOLLARS AND SEVENTY-FIVE CENTS.
- A. IT'S SIX FIFTY.
- B. IT COSTS SIX DOLLARS AND FIFTY CENTS.
- A. IT'S SEVEN TWENTY-FOUR.
- B. IT COSTS SEVEN DOLLARS AND TWENTY-FOUR CENTS.
- A. IT'S EIGHT EIGHTY.
- B. IT COSTS EIGHT DOLLARS AND EIGHTY CENTS.

3.

Do Step 3 only. A is the teacher and B is a series of individual students. This drill could be used in conjunction with Practice 14.

- A. IT'S COLD OUTSIDE. COAT
- B. PUT ON A COAT.
- A. IT'S WINDY OUTSIDE. HAT/SCARF
- B. PUT ON A HAT/SCARF.
- A. IT'S SUNNY OUTSIDE. SUNGLASSES
- B. PUT ON SUNGLASSES.
- A. IT'S RAINING OUTSIDE. BOOTS/RAINCOAT
- B. PUT ON BOOTS/A RAINCOAT.
- A. IT'S HOT OUTSIDE. BATHING SUIT
- B. PUT ON A BATHING SUIT.

4.

Do Step 3 only. This drill contains only separable two-word verbs. The student (B) must change the noun object into a pronoun and place it between the two parts of the verb.

- | | |
|----------------------------|----------------------|
| A. HE TRIED ON THE SUIT. | B. HE TRIED IT ON. |
| A. HE TRIED ON THE GLOVES. | B. HE TRIED THEM ON. |
| A. SHE TRIED ON THE DRESS. | B. SHE TRIED IT ON. |
| A. HE PUT ON HIS SHOES. | B. HE PUT THEM ON. |
| A. SHE PUT ON HER COAT. | B. SHE PUT IT ON. |
| A. WE TOOK OFF OUR BOOTS. | B. WE TOOK THEM OFF. |
| A. HE TOOK OFF HIS HAT. | B. HE TOOK IT OFF. |
| A. PICK UP YOUR MATCHES. | B. PICK THEM UP. |
| A. PICK UP THE PEN. | B. PICK IT UP. |

5.

Do Step 3 only. This drill contains only inseparable two-word verbs. B must change the noun object into a pronoun, keeping it after the verb. After drilling these verbs separately, combine Drills 4 and 5, mixing separable and inseparable verbs.

A. HE LOOKED AT THE PICTURE.

A. HE POINTED TO HIS HOUSE.

A. SHE POINTED TO HER GIRLFRIEND.

A. THEY LOOKED AT JOHN/MARY.

A. WE LOOKED AT THE CHILDREN.

A. SHE POINTED TO THE MAP.

A. EVA TALKED TO MRS. BAKER.

A. ANDREW TALKED ABOUT HIS BICYCLE.

A. TALK TO THE TEACHER.

A. LOOK AT THE RAIN.

A. LOOK AT THE CHILDREN.

B. HE LOOKED AT IT.

B. HE POINTED TO IT.

B. SHE POINTED TO HER.

B. THEY LOOKED AT HIM/HER.

B. WE LOOKED AT THEM.

B. SHE POINTED TO IT.

B. EVA TALKED TO HER.

B. ANDREW TALKED ABOUT IT.

B. TALK TO HIM/HER.

B. LOOK AT IT.

B. LOOK AT THEM.

Unit Four – LESSON FIVE

CONTENT

PATTERNS	VOCABULARY	
<p>Do you always/ever wear glasses? Yes, always/sometimes. No, never. No, not always. He always/never/sometimes/usually wears glasses. Sometimes he wears glasses. What do you usually have for breakfast? Is it cold here in the winter? Does it snow here in the winter? Sometimes it is/does. What's the weather usually like here in the fall? What's the climate like in Japan? It's cold and it usually snows. How many times a day do you brush your teeth? I brush them twice a day. How often do you go to the doctor? Is the light on/off? How much does a hamburger cost there? We always have an hour for lunch. How much did the food cost altogether? They both went to Bimbo's. It's across the street from our office.</p>	NOUNS	EXPRESSIONS
	<p>Names of Foods: a hamburger a salmon sandwich a baked potato a doughnut a cookie an egg coffee milk toast juice sugar cereal tea salt pepper bread etc.</p>	<p>What about you? Tell me about B. Let's go/hurry. get paid set the table have lunch</p>
		ADVERBIALS
		<p>downtown</p> <p>ever always never</p> <p>once a day twice a day three times a day etc.</p>
	<p>Table Setting: knife, fork cup, saucer tablespoon teaspoon napkin plate bowl</p>	<p>before/after lunch</p>
		VERBS
	<p>Kitchen Facilities: counter toaster sink refrigerator cupboard dishes stove oven etc.</p>	<p>bake pay turn on brush cut</p>
		PREPOSITIONS
	<p>light radio parents father rent menu schedule health club photography</p>	<p>next to beside above below across to the right of between before after</p>

STRUCTURE NOTES

Frequency Adverbs: The following frequency adverbs are practised in this lesson: always, ever, usually, never, sometimes. “Sometimes” and “usually” were introduced in previous units. Note the position of these adverbs in sentences. They come immediately after the subject with all verbs except “be”. They come immediately after the verb in statements with “be”, and after the subject in questions with “be”. The frequency adverb “sometimes” is an exception. It can occur in the same pattern as the others, or it can appear before the subject.

e.g. He sometimes goes to school at eight.
 Sometimes he goes to school at eight.
 It is sometimes windy in March.
 Sometimes it's windy in March.
 Sometimes it is/does.

Position of Frequency Adverbs with all verbs except “be”:

	I	always	have	coffee	for breakfast.	Statement
	I	never	have	cereal	for breakfast.	
	I	usually	have	toast	for breakfast.	
	I	sometimes	have	an egg	for breakfast.	
Do	you	ever	have	meat	for breakfast?	Yes/No Question
Does	he	always	have	coffee	for breakfast?	
	It	usually	rains	in	April.	Statement
	It	never	snows	in	July.	
	It	always	snows	in	January.	
	It	sometimes	snows	in	November.	
Does	it	ever	snow	in	July?	Yes/No Question
Does	it	always	snow	in	January?	

Position of Frequency Adverbs with “be”:

It	is	never	cold in July.	Statement
It	is	always	hot in July.	
It	is	usually	warm in May.	
It	is	sometimes	windy in March.	
Is	it	ever	cold in July?	Yes/No Question
Is	it	always	hot in July?	

Frequency Question Words: Two new question words are introduced in this lesson. They are questions of frequency and are answered with a specific type of adverbial phrase. For example:

Frequency Question Words

How often	do	you	go	to the movies?
How many times a day	do	I	go	to the movies about once a month.
How many times a week	do	you	brush	your teeth?
		I	brush	my teeth twice a day.
		you	go	to school?
		I	go	to school three times a week.

UNIT FOUR — LESSON FIVE

Prepositions: A few new prepositions are introduced in this lesson. Some of these are prepositions of place.

- e.g. next to (beside) the plate
to the right/left of the plate
above the sink
below the counter
across the street from their office

Two prepositions indicating time are introduced.

- e.g. before lunch
after lunch

Separable Verbs: Two new separable two-word verbs are introduced. These are: “turn on, turn off”. These verbs are practised with the noun following the second part and the pronoun “it” coming between the two parts.

- e.g. Turn on the light.
I turned it on.

Countable and Uncountable Food Items: Throughout this lesson students are given practice in listing food items (e.g. What do you usually have for breakfast? What did she buy at the supermarket?, etc.). Confusion might arise as to when to use the indefinite article “a/an” and when to use no article at all. This problem may have arisen previously. Whatever the case, it would be worthwhile to clear up the confusion as soon as possible by introducing the concept of countable and uncountable items.

Point out that countable items are preceded by “a” or “an” in the singular and by nothing in the plural, whereas uncountable items must not be preceded by “a/an” and are not pluralized.

e.g. <i>Countable:</i>		<i>Uncountable:</i>
an apple	two apples	soup
an egg	two eggs	meat
a sandwich	two sandwiches	coffee
		ketchup

Note that both countable (singular and plural) and uncountable nouns can be preceded by “the”.

- e.g. the apple the apples the soup

Some students may already be familiar with expressions such as “a cup of coffee, a bottle of ketchup”, etc. If they use these, explain that the article “a” in these cases is a part of the countable noun (e.g. a cup, a bottle).

SUGGESTIONS

Teaching Aids: Pictures of food items, both countable and uncountable (e.g. an apple, meat); a picture of a table setting (refer to Students’ Workbook); pictures of rooms with furniture, e.g. a living room, a bedroom, a kitchen.

Prepositions: To practise the new prepositions and review those previously introduced, ask students to describe the position of objects in the classroom and in their own homes. Guide them with questions.

UNIT FOUR — LESSON FIVE

- e.g. Describe your living room.
Do you have a — in your room?
Where is it?
Is the (e.g. couch) next to the (e.g. chair)?

Games:

Describe the room.

Show the class a picture of a room with furniture (e.g. Unit One, Lesson 6) — a living room, bedroom, kitchen, etc. Allow the students to look at it carefully. Then put it down and ask a series of questions to see how much they remember of the picture.

- e.g. Where is the desk?
Is there a chair in the room?
What's to the right of the couch?

This can then be expanded to have individual students give a paragraph description of the picture.

- e.g. There's a rug on the floor. There's a chair opposite the couch, etc.

Draw the room.

Ask one student to come to the blackboard to draw whatever other students instruct him to draw. Decide with the class which room is to be drawn and then have the students give instructions in this form:

- Put a rug on the floor.
Put a table in front of the couch.
Put _____.
etc.

What place am I thinking of?

Student A thinks of a city or country. He doesn't tell anyone what place he has chosen. Students in the class take turns trying to guess what place he is thinking of. Each student can ask four yes/no questions, three to gather hints and then a fourth to guess the place.

- e.g. A. What place am I thinking of?
B. Is it in/near/east of (e.g. Europe)?
Is it beside/far from/beside (e.g. Italy)?
Does it rain there in the winter?
Is it (e.g. France)?

If a student has guessed correctly, he gets a chance to become "it".

CONVERSATION PRACTICES

1.

Do Steps 1-3. Substitute other verb phrases in place of "sit in that chair". For example: "come to school on Mondays, wear glasses, wear shoes, wear a white shirt, speak English," etc. Make sure that you don't ask a question which requires a "No, never" answer. That is, make sure that B does what you are asking about, at least sometimes. Then do Step 4 with Lines 1-3. For Step 4 you may want to list these verb phrases on the blackboard.

UNIT FOUR — LESSON FIVE

A. DO YOU ALWAYS (e.g. sit in that chair)?

B. YES, ALWAYS.

or

NO, NOT ALWAYS. SOMETIMES I (e.g. sit beside John).

A. to C. TELL ME ABOUT B.

C. HE/SHE ALWAYS (e.g. sits in that chair).

or

HE/SHE DOESN'T ALWAYS (e.g. sit in that chair). SOMETIMES HE/SHE (e.g. sits beside John).

For Practices 1 and 2, repeat Lines 1-3 a number of times before turning to C. Each time you repeat Lines 1-3, substitute a new verb phrase. Only then turn to C, asking him to report on all of the questions you have asked B.

2.

Do Steps 1-3. Substitute other verb phrases in place of "watch television in the afternoon." For example: "sit beside —, wear a red shirt, come to school on Saturday, take a bus/airplane to school, go to sleep after lunch, listen to the radio at night, go to the movies before lunch, go skiing in the summer", etc. Be careful not to ask an obvious question. For example, if B is wearing a red shirt at the moment, don't ask him "Do you ever wear a red shirt?" Then do Step 4 with Lines 1-3. For Step 4, list the verb phrases on the blackboard and have the students ask one another the questions in a chain. Then allow the students to make up their own "Do you ever —?" questions.

A. DO YOU EVER (e.g. watch T.V. in the afternoon)?

B. YES, SOMETIMES.

or

NO, NEVER.

A. to C. TELL ME ABOUT B.

C. HE/SHE SOMETIMES (e.g. watches T.V. in the afternoon).

or

SOMETIMES HE/SHE (e.g. watches T.V. in the afternoon).

or

HE/SHE NEVER (e.g. watches T.V. in the afternoon).

etc.

3.

Do Steps 1-3. After B has answered the questions, have C describe B's meal habits. Guide C with blackboard notes. For example:

always

usually

sometimes

never

breakfast

coffee and toast

cereal

meat

A. B, DO YOU ALWAYS HAVE BREAKFAST?

B. YES, ALWAYS.

A. WHAT DO YOU USUALLY HAVE FOR BREAKFAST?

B. I USUALLY HAVE (e.g. coffee and toast).

UNIT FOUR — LESSON FIVE

A. DO YOU EVER HAVE (e.g. cereal/vegetables/meat)?

B. YES, SOMETIMES.

or

NO, NEVER.

A. to C. TELL ME ABOUT B'S BREAKFAST.

C. HE/SHE ALWAYS HAS BREAKFAST.

HE/SHE USUALLY HAS — (FOR BREAKFAST).

HE/SHE SOMETIMES HAS (e.g. cereal).

or

SOMETIMES HE/SHE HAS (e.g. cereal).

or

HE/SHE NEVER HAS (e.g. meat).

4.

Do Steps 1-4. Develop Step 4 into a chain. Substitute other foods and other meals. For Step 4, you may want to list these substitutions on the blackboard.

A. I ALWAYS HAVE (e.g. coffee for breakfast).

WHAT ABOUT YOU, B?

B. I ALWAYS DO TOO.

or

I USUALLY DO.

or

I SOMETIMES DO /SOMETIMES I DO.

or

I NEVER DO.

5.

Do Steps 1-3. Repeat the questions in Lines 3 and 5 a few times, each time inserting a different adjective or verb. Encourage C to join his sentences with "and". For example: "It's usually cold and it usually snows." Note that "usually" comes before "snows, rains" but after "is".

A. WHAT SEASON IS IT NOW?

B. IT'S (e.g. winter).

A. IS IT (e.g. cold, hot, windy, cloudy, sunny, etc.) HERE IN THE (e.g. winter)?

B. YES, IT IS /NO, IT'S NOT.

or

SOMETIMES IT IS.

A. DOES IT (e.g. rain, snow) HERE IN THE (e.g. winter)?

B. YES, IT DOES /NO, IT DOESN'T.

or

SOMETIMES IT DOES.

A. to C. WHAT'S THE WEATHER USUALLY LIKE HERE IN THE (e.g. winter)?

C. IT'S USUALLY (e.g. cold).

IT USUALLY (e.g. snows).

SOMETIMES IT'S (e.g. windy/sunny).

etc.

UNIT FOUR — LESSON FIVE

6.

Do Steps 1-4, asking B about each season, so as to get a complete picture of the climate. Then ask C to describe the climate of B's country or area. Note that some students may need to use the expression "from — to —" instead of the name of a season. For example: "There are two seasons, from October to March and from April to September." Use a map of the world.

A. WHERE ARE YOU FROM?

B. I'M FROM (e.g. Japan).

A. HOW MANY SEASONS ARE THERE IN (e.g. Japan)?

B. THERE ARE (e.g. four) SEASONS: SUMMER, FALL, WINTER AND SPRING.

A. WHAT'S THE WEATHER LIKE THERE IN THE SUMMER?

FALL?

WINTER?

SPRING?

B. IN THE SUMMER IT (e.g. is hot and sometimes it rains).

FALL

WINTER

SPRING

A. to C. WHAT'S THE CLIMATE LIKE IN (e.g. Japan)?

**C. THERE ARE — SEASONS: —
IN THE (e.g. summer/fall/winter/spring) IT —**

7.

Do Steps 1-3. Substitute other verb phrases in place of "brush your teeth". For example: "shave, wash your face, comb your hair, put on make-up", etc. These can be illustrated with pictures or by miming the actions.

A. DO YOU BRUSH YOUR TEETH EVERY DAY?

B. YES, I DO.

A. DO YOU BRUSH THEM ONCE A DAY, TWICE A DAY, OR THREE TIMES A DAY?

B. I (USUALLY) BRUSH THEM —.

A. to C. HOW MANY TIMES A DAY DOES HE BRUSH HIS TEETH?

C. HE BRUSHES THEM —.

8.

Do Steps 1-4. To enable the students to ask one another the questions in Step 4, provide them with blackboard cues, e.g. "pay rent, brush your teeth", etc. Then allow the students to make up their own questions. Note that an alternative answer to these questions could be "I never —." Interrupt Step 4 with the pattern "How often does B —?"

e.g. A. How many times a month do you pay rent?

B. Once a month.

A. to C. How often does B pay rent?

C. He pays rent once a month.

A. HOW MANY TIMES A DAY DO YOU BRUSH YOUR TEETH?

B. ABOUT (e.g. twice a day).

A. HOW MANY TIMES A WEEK DO YOU COME TO SCHOOL/GO TO WORK/GO TO THE SUPERMARKET?

B. ABOUT (e.g. five times a week).

UNIT FOUR — LESSON FIVE

- A. HOW MANY TIMES A MONTH DO YOU PAY RENT/GET PAID?**
- B. ONCE A MONTH.**
- A. HOW MANY TIMES A YEAR DO YOU GO TO THE DOCTOR/DENTIST/ THE MOVIES/A CONCERT?**
- B. ABOUT (e.g. four times a year).**

9.

First do Step 3, substituting other verb phrases in place of "go to the bank". For Step 4, provide students with a blackboard list of these verb phrases. For example: "go to the doctor, go to the dentist, go to the movies." Have them ask "How often ——?" questions in a chain, with each student asking a different question.

- A. I GO TO THE BANK ABOUT (e.g. once a week).
HOW OFTEN DO YOU GO?**
- B. I USUALLY GO ABOUT (e.g. twice a week).**
- or*
- I NEVER GO TO THE BANK.**

10.

Do Steps 1-3 only. If the classroom light is off reverse the drill, asking B to turn it on. Continue with "Is the light on/off now?" and "Who turned it on/off?" If a radio is available, use it to practise the same patterns.

- A. IS THE LIGHT ON?**
- B. YES, IT IS.**
- A. TURN IT OFF, PLEASE.**
- A. to C. WHAT DID B DO?**
- C. HE TURNED OFF THE LIGHT.**
- A. DID HE TURN IT ON?**
- C. NO, HE DIDN'T. HE TURNED IT OFF.**

11.

Do Steps 1 and 2 only. Draw a table setting on the blackboard (e.g. 46th picture, Lesson 5). To introduce the names of the various objects, ask a series of "What's this?" questions.

e.g. A. What's this?

B. It's a (e.g. knife, tablespoon, teaspoon, fork, plate, bowl, napkin, glass, cup and saucer, salt shaker, pepper shaker).

Then do Steps 1 and 2 with the following:

- THE BOWL IS ON THE PLATE.**
- THE FORK IS ON THE NAPKIN.**
- THE CUP IS ON THE SAUCER.**
- THE PLATE IS UNDER THE BOWL.**
- THE NAPKIN IS UNDER THE FORK.**
- THE KNIFE IS NEXT TO THE PLATE.**
- THE TABLESPOON IS NEXT TO THE KNIFE.**
- THE TEASPOON IS NEXT TO THE TABLESPOON.**
- THE SALT (SHAKER) IS NEXT TO THE PEPPER (SHAKER).**
- THE TABLESPOON IS BETWEEN THE KNIFE AND THE TEASPOON.**
- THE KNIFE AND SPOONS ARE TO THE RIGHT OF THE PLATE.**
- THE FORK IS TO THE LEFT OF THE PLATE.**
- THE GLASS IS ABOVE THE PLATE.**
- THE CUP AND SAUCER ARE ABOVE THE KNIFE AND SPOONS.**

12.

Do Step 3 only, referring to the blackboard picture of a table setting. Then ask questions about the position of various objects in the classroom (e.g. Is the map next to the blackboard? Where is the bookcase?).

- A. IS THE FORK ON THE NAPKIN?
 B. YES, IT IS.
 A. IS THE KNIFE TO THE LEFT OF THE PLATE?
 B. NO, IT ISN'T.
 A. WHERE IS IT?
 B. IT'S TO THE RIGHT OF THE PLATE.
 A. DID I PUT THE BOWL ON THE PLATE?
 B. YES, YOU DID.
 A. DID I PUT THE TABLESPOON NEXT TO THE FORK?
 B. NO, YOU DIDN'T. YOU PUT IT NEXT TO THE KNIFE.
 A. WHERE IS THE GLASS?
 B. IT'S ABOVE THE PLATE.
 A. WHERE DID I PUT THE CUP?
 B. (YOU PUT IT) ON THE SAUCER.
 A. WHERE DO YOU ALWAYS PUT THE TEASPOON?
 B. YOU ALWAYS PUT IT TO THE RIGHT OF THE TABLESPOON.

13.

Do Steps 1-4. Provide students with the names of restaurants in the district as well as popular menu items (e.g. a cheese sandwich, fish and chips, etc.).

- A. WHERE DO YOU USUALLY HAVE LUNCH?
 B. I USUALLY GO TO A RESTAURANT.
 A. WHAT'S THE NAME OF A GOOD RESTAURANT (AROUND HERE)?
 B. (e.g. The Búrger) IS GOOD AND IT'S NOT EXPENSIVE.
 A. HOW MUCH DOES (e.g. a hamburger) COST THERE?
 B. (IT COSTS) ABOUT _____.

MANIPULATION DRILLS

1.

Do Step 3 only. A is the teacher and B is the whole class or a series of individual students. In this drill B is required to repeat A's sentence and add a "but" clause to it.

- | | |
|--|---|
| <i>I go to the dentist once a year.</i> | <i>Tom, twice a year</i>
<i>Betty, once a year</i> |
| <i>I brush my teeth once a day.</i> | <i>Tom, twice a day</i>
<i>Betty, three times a day</i> |
| <i>I go to the movies twice a month.</i> | <i>Tom, twice a week</i>
<i>Betty, once a week</i> |
| <i>I pay rent once a month.</i> | <i>Tom, twice a month</i>
<i>Betty, once a week</i> |
| <i>I go to school five times a week.</i> | <i>Tom, once a week</i>
<i>Betty, three times a week</i> |
| <i>I get paid once a week.</i> | <i>Tom, once a month</i>
<i>Betty, twice a month</i> |

- A. I GO TO THE DENTIST ONCE A YEAR. TOM — TWICE A YEAR
 B. I GO TO THE DENTIST ONCE A YEAR, BUT TOM GOES TWICE A YEAR.

2.

Do Step 3 only. This is a multiple substitution drill. Substitute the subject, the frequency adverb and the verb phrase.

I	never	eat breakfast.
My son	always	watch T.V. in the evening.
My daughter	usually	listen to the radio in the morning.
My parents	sometimes	have vegetables for breakfast.
My father		have tea in the afternoon.
My mother		drink coffee at night.
We		drive to work.
etc.		make dinner.
		bake cakes.
		go to sleep after lunch.
		etc.

A. I NEVER EAT BREAKFAST. ALWAYS

B. I ALWAYS EAT BREAKFAST.

A. MY SON

B. MY SON ALWAYS EATS BREAKFAST.

A. WATCH T.V. AT NIGHT

B. MY SON ALWAYS WATCHES T.V. AT NIGHT.

etc.

3.

Do Step 3 only. This drill requires the student to transform a sentence in the Habitual Tense to one in the Present Continuous Tense.

A. DOES IT RAIN IN THE SUMMER?

B. IS IT RAINING NOW?

A. DOES IT SNOW IN THE WINTER?

B. IS IT SNOWING NOW?

A. IT RAINS IN THE FALL/AUTUMN.

B. IT'S RAINING NOW.

A. IT SNOWS IN THE WINTER.

B. IT'S SNOWING NOW.

4.

Do Step 3 only. This is a question formation drill. A (the teacher) makes a statement and provides B (the student) with the question word for forming the corresponding question.

A. I GO TO THE DENTIST TWICE A YEAR. HOW MANY TIMES

B. HOW MANY TIMES A YEAR DO YOU GO TO THE DENTIST?

A. HE GETS PAID ONCE A MONTH. HOW OFTEN

B. HOW OFTEN DOES HE GET PAID?

A. THERE ARE TEN DIMES IN A DOLLAR. HOW MANY

B. HOW MANY DIMES ARE THERE IN A DOLLAR?

A. THEY WANT THE GREEN ONE. WHICH

B. WHICH ONE DO THEY WANT?

A. IT COSTS TEN DOLLARS. HOW MUCH

B. HOW MUCH DOES IT COST?

A. THOSE SHOES COST TWELVE DOLLARS. HOW MUCH

B. HOW MUCH DO THOSE SHOES COST?

A. IT TAKES FIVE HOURS TO GET THERE. HOW LONG

B. HOW LONG DOES IT TAKE TO GET THERE?

Unit Four – LESSON SIX

CONTENT

PATTERNS	VOCABULARY
When was their wedding? Their wedding was fifteen years ago.	NOUNS
	concert ticket toy train wedding place (of birth) anniversary seat date (of arrival)

STRUCTURE NOTES

Compound Nouns: A few new nouns are introduced in this lesson. Some of these are compound nouns, consisting of two nouns, with the first one acting as an adjective. The stress on these nouns should be noted very carefully.

- i) cŏncert tickets (tickets *for* a concert)
 just as: drŭgstore
 bārber shop
 tŏy box
- ii) tŏy trāin (a train *which is* a toy)
 toy dŏg
 model hŏuse

Note that “a tŏy trāin” is a train which is a toy, whereas “a tŏy box” is a box used for toys.

“Be” + “Ago”: The verb “be” is used with “ago”, as in “Their wedding was fifteen years ago.”

SUGGESTIONS

This lesson is based entirely on the material in the Students' Workbook. You may want to refer the students back to pictures from previous units in order to review structures learned in Unit Four.

PART I

Part I of the Students' Workbook contains a chart made up of six pictures. Following these pictures is a series of questions. The students must refer to the pictures in order to answer the questions. Ask the questions orally first.

PART II

Part II of the Students' Workbook contains a series of pictures, accompanied by review questions.

PART III

Part III of the Students' Workbook contains a series of exercises. These are intended as a written reinforcement of structures learned in Unit Four. Note that Exercise 4 involves a few steps. First, the students read the sample application form completed by a fictitious character (Mr. Marconi). Then they read the paragraph prepared from the information in the application form. Then they fill in a blank application form with information about themselves. Lastly, they put together a paragraph about themselves, modelled after the one about Mr. Marconi.

PART IV

Part IV contains a conversation. Present it as you would one of the Practices in a regular lesson. Pay special attention to stress and intonation. You might put the conversation on the blackboard and ask the students to mark the major stress. Once the students have mastered the patterns with the correct stress and intonation, allow them to substitute different meals, times and amounts of money, (e.g. dinner, an hour and a half, fifty cents).

PART V

Part V is not intended for classroom work. These structure notes are included as a reminder to the students of certain difficult grammatical patterns. Some students find such written reminders useful for review.

Unit Five – LESSON ONE

CONTENT

PATTERNS	VOCABULARY	
<p>Are they the same (size)? One is big and the other one is small. I want the big, square, green one.</p> <p>I'm/He's/She's going to close the door. Are you going to open the window? What is he going to do? What are you going to do about it? Well, do it then.</p> <p>I have some money/pencils in my pocket. I don't have any money/pencils in my pocket. Do you have any money/pencils in your pocket? What do you have in your pocket? I didn't buy any oranges, but I bought some apples.</p> <p>Give me the pen. I'm giving the pen/it to John. I'm giving John/him the pen. What did I do with the pen? Which pen/What did I give (to) John? What are you going to give John for his birthday?</p>	NOUNS	EXPRESSION
	<p>Foods: steak salad vegetables green beans peas potatoes lamb roast beef hamburger lemon cream sugar food gum candy wine</p> <p>customer waiter cashier bill tip shovel pall water ink size shape pieces of paper</p>	What about —?
		VERBS
		<p>order bring give give away describe drink pay</p>
	ADJECTIVES	
	<p>round square well done medium rare thirsty hungry the same different other</p>	

STRUCTURE NOTES

Future Time: The concept of future time is introduced in this lesson. In English various tenses are used to express future time:

- e.g. Don't worry, *I'll be there on time.* ("Will" Future)
I'm going to sneeze. ("Going to" Future)
We're going to the movies tomorrow. (Present Continuous)
The train leaves at five tomorrow morning. (Habitual)

The system governing the use of these tenses for future time is extremely complex. Traditionally the student has been taught to use only two of these for future time, "will" and "going to", and to use them interchangeably. This often produces errors such as: "Maybe I'm going to come tomorrow". For this reason "will" and "going to" are introduced and practised separately in Unit Five. An attempt has been made to teach each of these forms in conversations where they would naturally arise. This should make the student aware of the distinctions between the two. The following chart provides a breakdown of the different types of future time and the use of "going to" and "will" to express them.

"Going To"	"Going To" or "Will"	"Will"
Immediate Future	Future Fact	Commitment
It's hot in here. <i>I'm going to</i> open the window.	<i>I'll be 25 next year.</i> <i>I'm going to be 25 next year.</i> <i>In five minutes it'll be/it's going to be six o'clock.</i>	A. It's hot in here. B. <i>I'll open the window for you.</i>
Imminent Future	<i>The thunderstorm will/is going to reach Toronto tomorrow afternoon.</i>	A. <i>We're going to have a party, but we don't have any ginger ale.</i> B. <i>I'll buy the ginger ale.</i>
Future Plan	Announcements	<i>We'll call when we arrive.</i> <i>When he comes, I'll tell him.</i>
<i>I'm going to meet him at six.</i> <i>We're going to stay home this evening.</i> <i>She's going to have a party next week.</i> <i>We're going to go to Europe this summer.</i> <i>We're going to have a party and Betty's going to bring a cake.</i>	Formal — <i>There will be a meeting at noon on Saturday.</i> Informal — <i>There's going to be a meeting at noon on Saturday.</i>	Expressions of Doubt or Condition about the Future <i>I think I'll go.</i> <i>Perhaps I'll go.</i> <i>Maybe I'll go.</i> <i>I suppose I'll go.</i> <i>He probably won't know.</i> <i>If he hurries, he'll be on time.</i> <i>When do you think he'll go?</i> <i>What do you think she'll do?</i>

As you can see from the chart, the speaker's selection of "going to" or "will" is based on certain criteria of meaning (immediate future, future plan, future fact, doubt, etc.). But meaning is not the only criterion governing the choice between "going to" and "will". Another factor is style, i.e. the choice between formal and informal speech. In formal speech or writing "will" takes precedence over "going to". Still another factor is position in the discourse. There seems to be some order in which "going to" and "will" are used in a conversation. For example: One speaker wants to tell another about a forthcoming rock festival. Since all of the information is future fact, he can choose either "going to" or "will". As he is speaking informally to a friend, he chooses "going to" in his initial reference.

- e.g. Hi, Joan. Do you know that there's *going to be* a rock festival next Friday?

UNIT FIVE — LESSON ONE

The speakers could both continue to use “going to” throughout the conversation as they ask and answer questions about the festival. However, it is quite common for one of the speakers to switch to “will” and then to use both “will” and “going to” interchangeably.

- e.g. A. Hi, Joan. Do you know that there's *going to* be a rock festival next Friday?
 B. Really? I didn't know about it. Where is it *going to* be?
 A. It'll be at River Park.
 B. When is it *going to* start?
 A. It'll start at 8 p.m.
 B. Who *will/is going to* be there?
 A. The Rolling Stones *will/are going to* be there, and so *will* the Guess Who.

In Lesson 1 of Unit Five only the “Going To” Future is practised, and only in its immediate future meaning.

e.g. It's hot in here. I'm going to open the window.

“Going To” Future

	I You/We/They He/She	am are is	going to going to going to	close close close	the door. the door. the door.	Statement
	Is	he	going to	close	the door?	Yes/No Question
What	is	he	going to	do?		Question-word Question

Indirect Object Patterns: In this lesson two patterns containing the indirect object are introduced. These are:

(i) Verb + Direct Object + “to” + Indirect Object

e.g. I gave the book to John.
 I gave it to him.

(ii) Verb + Indirect Object + Direct Object

e.g. I gave John the book.
 I gave him the book.

These patterns are practised only with the verbs “give”, “bring” and “pay” at this point.

Adjective Order: A basic introduction to the order of adjectives in prenominal position is presented in this lesson. At this point only adjectives of size, shape and colour are dealt with.

Size	Shape	Colour	Noun
short short big small	fat square round	red blue white	pencil man book ball

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“The same” and “different” are used to compare nouns according to size, shape and colour. The two patterns practised are:

- (i) They are the same.
They are different.
- (ii) They are the same size.
They are the same shape.
They are the same colour.

“Some” and “Any”: In Unit Four, Lesson 5, students were given some practice with countable and uncountable nouns, e.g. “She bought soup, meat, two apples, a sandwich”. In this lesson the concept of countable and uncountable is reviewed while “some” and “any” are introduced. Note that “some” and “any” can be used with both countable and uncountable nouns. “Some” is used in affirmative sentences while “any” is used in negative and interrogative sentences. Although there are instances when “some” can be used in interrogative sentences, e.g. “Do you have some problems too?”, we have decided not to deal with such exceptions at this point.

Countable Plural Nouns	Uncountable Nouns	
I have some books.	I have some milk.	Affirmative
I don't have any apples.	I don't have any coffee.	Negative
Do you have any matches?	Do you have any paper?	Interrogative

SUGGESTIONS

Teaching Aids: Pictures of pairs of items which are the same size, shape and colour; pictures of pairs of items which differ in size, shape and colour; pieces of paper differing in size, shape and colour (see Practices 1 and 2 for complete details).

Students' Workbook: Picture 103 in the Students' Workbook provides opportunities for a variety of drills. To practise “some/any” ask questions about what is on the table.

- e.g. Is there any sugar/salt/meat/butter, etc. on the table?
- Are there any plates/rolls/glasses, etc. on the table?
- There's some salt/butter, etc. on the table, isn't there?
- What is there on the table?

Develop new conversations from the restaurant scene. Supply the students with names for different types of food.

- e.g. A. What are you going to have?
- B. Do you have any roast beef/lamb/hamburger/fish?
- A. Yes, we do. Do you want a roast beef/lamb/hamburger/fish dinner or a — sandwich?
- B. Give me a — sandwich, please.
- A. Do you want white bread or rye/brown bread?
- B. — bread, please, with mustard/butter/ketchup.
- A. Are you going to have coffee or tea?
- B. Give me some —, please.
- A. Do you want any sugar/cream/lemon with your —?
- B. Yes, give me some —, please.

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“Some” and “any” with countables and uncountables: Students might still have problems distinguishing between countable and uncountable nouns and might want to say “some book” or “some coffees”. A list of all nouns learned up to this point, divided into countables and uncountables, could be put on the blackboard and the students could be asked to make up questions, using numbers with the countables, e.g. “Do you have five apples?” and “any” with the uncountables, e.g. “Do you have any milk?”. Often, introducing a few items such as “a glass of”, “a bottle of”, etc., can aid the student in seeing the difference.

Further practice could be provided by asking questions such as:

“Is there any — in the classroom? Are there any — in the room?”

“What did you have for dinner? Did you have any —?”

Game:

Do you want any —?

Divide the class into two teams. A member of Team A asks the question after the cue is given by the teacher. A member of Team B answers the question.

Team A

Teacher's cues: matches
potatoes
ink
letters
paper
pencils
bread
cigarettes
cream
etc.

Team B

Teacher's cues: Yes
No

Question: Do you want any matches?

Answer: No, thanks. I don't want any.
or
Yes, please. I want some.

CONVERSATION PRACTICES

1.

Do Steps 1-3 only. Prepare on your desk the following material: 2 pieces of paper, one big and the other small; 2 pieces of paper, one square and the other round; 2 pieces of paper, one red and the other green. Make sure that the first pair differ only in size, the second only in shape and the third only in colour. Instead of pieces of paper you may be able to use hats, rings, etc. Substitute any colours you wish. For Lines 4 and 5 you may want to substitute questions and answers such as: "Which one do you want?" "Give me the — one, please" and "Which one do you like?" "I like the — one".

A. I HAVE TWO PIECES OF PAPER IN MY HANDS.

ARE THEY THE SAME SIZE?

B. NO, THEY'RE NOT. ONE IS BIG AND THE OTHER ONE IS SMALL.

A. WHICH ONE DO YOU WANT?

B. I WANT THE (e.g. big) ONE.

A. NOW I HAVE TWO OTHER PIECES OF PAPER IN MY HANDS.

ARE THEY THE SAME SHAPE?

B. NO, THEY'RE NOT. ONE IS SQUARE AND THE OTHER ONE IS ROUND.

A. WHICH ONE DO YOU WANT?

B. I WANT THE (e.g. square) ONE.

A. NOW I HAVE TWO OTHER PIECES OF PAPER IN MY HANDS.

ARE THEY THE SAME COLOUR?

B. NO, THEY'RE NOT. ONE IS GREEN AND THE OTHER ONE IS RED.

A. WHICH ONE DO YOU WANT?

B. I WANT THE (e.g. green) ONE.

2.

Do Steps 1-3 only. Prepare on your desk the following material: 3 pieces of paper, 2 of them big, square and green, and one small, round and red. Note the order of adjectives in the last line of this Practice — size, shape, colour.

A. I HAVE TWO PIECES OF PAPER IN MY HAND.

ARE THEY THE SAME?

B. YES, THEY ARE. THEY'RE THE SAME SIZE, THE SAME SHAPE AND THE SAME COLOUR.

A. WHAT ABOUT THESE TWO PIECES OF PAPER?

ARE THEY THE SAME?

B. NO, THEY'RE NOT. THEY'RE DIFFERENT.

ONE IS BIG, SQUARE AND GREEN.

THE OTHER ONE IS SMALL, ROUND AND RED.

A. WHICH ONE DO YOU WANT?

B. I WANT THE (e.g. big, square, green) ONE.

3.

Do Steps 1-3 only. Have on hand 2 pencils, one short and red, the other long and blue. Instead of using 2 pencils, you can draw 2 lines on the blackboard with coloured chalk — one short, red line and one long, blue line. Continue with other colours of pencils and lines.

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Then carry out this same Practice with “short, fat” and “tall, thin”, using pictures of people. Ask students to describe other items in the classroom (e.g. books, pens, rings, purses, etc.), asking them questions such as: “Which one do you want/like?” Emphasize the correct order of adjectives. You may find it useful to prepare three columns on the blackboard, listing adjectives as they occur under the correct column.

e.g. Size	Shape	Colour	Noun
short		red	pencil
long		blue	pencil
short	fat		man
tall	thin		man
big	square	blue	book

A. HERE ARE 2 PENCILS.

ONE IS SHORT AND RED.

THE OTHER ONE IS LONG AND BLUE.

DESCRIBE THIS PENCIL. (pointing to one of the pencils)

B. IT'S A SHORT, RED PENCIL.

A. NOW DESCRIBE THIS PENCIL. (pointing to the other one)

B. IT'S A LONG, BLUE PENCIL.

4.

Do Steps 1 and 2 only. Make the statement about a situation, e.g. “It’s hot in here”. Then state what you are going to do about it, e.g. “I’m going to open the window”. Pause for a moment and only then perform the action (or mime it if necessary). After completing Practice 4, put a chart of the Future Tense with “going to” on the board if necessary.

IT'S HOT IN HERE. I'M GOING TO OPEN THE WINDOW.

(pause, then perform the action)

I'M TIRED. I'M GOING TO SIT DOWN.

IT'S COLD IN HERE. I'M GOING TO PUT A SWEATER ON.

IT'S COLD OUTSIDE. I'M GOING TO CLOSE THE DOOR.

MY FEET ARE TIRED. I'M GOING TO TAKE MY SHOES OFF.

I'M HUNGRY. I'M GOING TO EAT AN APPLE.

MY HANDS ARE DIRTY. I'M GOING TO WASH THEM.

Pronunciation Hint: Note that the stress in these sentences doesn’t fall on “going to”. The primary stress usually falls on the direct object noun, and the secondary stress on the base form of the verb.

e.g. I’m going to *o*pen the *wi*ndow.

I’m going to *p*ut a *swe*ater on.

If the direct object is a pronoun, the primary stress falls on the verb, e.g. “I’m going to *w*ash them”.

There are exceptions, of course. The primary stress may fall on the base form of a verb, in order to emphasize a contrast, e.g. “I’m going to *o*pen the door, not *cl*ose it”. If the primary stress falls on “going”, it creates a note of irritation, e.g. “I’m *g*oing to open the door. You don’t have to tell me to do it”.

5.

Do Steps 1-4. Continue with other hypothetical situations followed by “going to” questions to elicit short affirmative answers, e.g. “It’s cold in here. Are you going to put a sweater on?”

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For Step 4 provide students with blackboard cues, e.g. "hot — open window, cold — close window, hands dirty — wash them". Interrupt Step 4 with questions such as: "Is he going to —?" and "Who is going to —?" and "Are you going to — too?"

A. IT'S HOT IN HERE.

B, ARE YOU GOING TO OPEN THE WINDOW?

B. YES, I AM.

6.

Do Steps 1-4. Continue with other situations and actions, such as those listed in Practice 4. For Step 4 provide students with blackboard cues.

e.g. It's hot	open window
It's cold	close window
I'm cold	put on a sweater
I'm tired	sit down
I'm hungry	eat an apple
hands dirty	wash
feet hot	take off shoes
etc.	

Interrupt Step 4 with 3rd person questions such as: "Is he going to —?" and "What is he going to do?" Note that this Practice contrasts the "going to" Future Tense with the Present Continuous Tense. It may be helpful to point out the difference with a blackboard chart of this type:

I	'm	going to	open	the window.
He	's			
I	'm		opening	the window.
He	's			

A. IT'S HOT IN HERE.

B. WHAT ARE YOU GOING TO DO ABOUT IT?

A. I'M GOING TO OPEN THE WINDOW.

B. WELL, DO IT THEN.

(A performs the action)

B. to C. WHAT IS A DOING?

C. HE'S OPENING THE WINDOW.

A. I'M COLD.

B. WHAT ARE YOU GOING TO DO ABOUT IT?

A. I'M GOING TO PUT ON A SWEATER.

B. WELL, DO IT THEN.

(A performs the action)

B. to C. WHAT IS A DOING?

C. HE'S PUTTING ON A SWEATER.

A. MY HANDS ARE DIRTY.

B. WHAT ARE YOU GOING TO DO ABOUT IT?

A. I'M GOING TO WASH THEM.

B. WELL, DO IT THEN.

(A performs the action)

B. to C. WHAT IS A DOING?

C. HE'S WASHING HIS HANDS.

etc.

7.

Do Steps 1 and 2. Have a variety of items on hand, on your desk and in your purse or pocket. Make sure to have more than one of each countable item. Start with your own purse or pocket, showing the items to the class and getting them to repeat the statements. You may find it useful to list the countable and uncountable nouns separately on the blackboard, pointing out that the countable ones are pluralized, but that both can be preceded by "some" or "any".

I HAVE SOME PÉNCILS IN MY PURSE/POCKET.

**KEYS
PENS
MATCHES
CIGARETTES**

I HAVE SOME MÓNEY ON MY DESK.

**INK
PAPER
GLUE**

But

I DON'T HAVE ANY BOOKS IN MY PURSE/POCKET.

**DRESSES
CIGARS**

And

I DON'T HAVE ANY BREAD ON MY DESK.

**COFFEE
etc.**

Pronunciation Hint: Note the stress and intonation pattern of "I have some péncils in my pŭrse". Make sure the students put the primary stress on the direct object noun "pencils", rather than on the noun in the adverbial phrase.

8.

Do Steps 1-4. Interrupt Step 4 with questions such as: "What does he/she have ——?" and "Does he/she have any ——?"

**A. WHAT DO YOU HAVE IN YOUR PURSE/POCKET?
ON YOUR DESK**

B. I HAVE SOME —— (A —— AND SOME ——).

A. DO YOU HAVE ANY ——?

B. YES, I DO/NO, I DON'T.

9.

Do Steps 1-4. Develop into a chain. Interrupt the chain with questions such as: "Does he/she have any —— in his/her ——?" Allow mixture of countable and uncountable nouns.

A. I HAVE SOME (e.g. cigarettes) IN/ON MY ——.

DO YOU HAVE ANY (e.g. cigarettes) IN/ON YOUR ——?

B. YES, I DO/NO, I DON'T.

10.

Do Steps 1-4. Interrupt Step 4 with "he/she/they" questions.

*e.g. Does A/B have any —? —
A/B doesn't have any —, does he?
Do A and B have any —?*

**A. I DON'T HAVE ANY — IN/ON MY —.
DO YOU?**

B. YES, I DO/NO, I DON'T.

11.

Do Steps 1 and 2 only. Have on your desk 3 of the same item, differing in colour (e.g. a red pencil, a blue one and a green one) or 3 different items (e.g. a pen, a pencil and a book). Actually give the items away as you make the statements in Lines 4, 5 and 6. Make sure to practise both patterns. You may find it helpful to point out the difference between the two patterns on the blackboard.

	what	to	whom		whom	what
e.g. I'm giving	the pen	to	John.	I'm giving	John him	the pen.

**A. THERE ARE 3 (e.g. pencils) ON MY DESK, A (e.g. blue) ONE, A — ONE
AND A — ONE.**

I DON'T WANT THEM.

I'M GOING TO GIVE THEM AWAY.

I'M GIVING THE — ONE TO (e.g. John). I'M GIVING HIM THE — ONE.

I'M GIVING THE — ONE TO (e.g. Mary). I'M GIVING HER THE — ONE.

I'M GIVING THE — ONE TO (e.g. Joan and Paul). I'M GIVING THEM THE — ONE.

12.

Do Steps 1-3. Repeat Line 1 three times, asking about each of the items given away in Practice 11. The pattern in Line 2 is Verb + D.O. + to + I.O. Then continue with Line 3, repeating it three times as you ask about each of the people who received items in Practice 11. The pattern in Line 4 is Verb + I.O. + D.O.

A. WHAT DID I DO WITH THE — PENCIL?

B. YOU GAVE IT TO —.

A. WHICH PENCIL DID I GIVE (TO) —?

B. YOU GAVE HIM/HER/THEM THE — ONE.

13.

Do Steps 1-3. Have on your desk a variety of items (e.g. an eraser, some pencils, some pens, a stapler, a pencil sharpener, a book, some paper, etc.). Repeat the question in Line 4 until there are no items left on your desk. As you give away each item, make a note of it and

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the receiver on the blackboard, so that the students will be able to answer the question in Line 6 easily. Note that the pattern in Line 7 is Verb + I.O. + D.O.

- A. I HAVE SOME THINGS ON MY DESK.
I DON'T NEED THEM.
I'M GOING TO GIVE THEM AWAY.
WHAT DO YOU WANT, B/C, etc.?
B. GIVE ME THE/SOME —, PLEASE.
A. to D. WHAT DID I GIVE B/C, etc.?
D. YOU GAVE HIM/HER THE/SOME —.

14.

Do Steps 1-4. Explain to the class that this is a fictitious situation, and that they must try to guess what B would like as a gift. Line 6 of this Practice can be expanded in a variety of ways.

*e.g. Because he likes reading.
Because he likes books.
Because he needs a hat.
etc.*

- A. WHEN IS YOUR BIRTHDAY, B?
B. IT'S ON —.
A. to C. WHAT ARE YOU GOING TO GIVE B FOR HIS BIRTHDAY?
C. I'M GOING TO GIVE HIM/HER A —.
SOME —.
A. WHY?
C. BECAUSE HE/SHE LIKES/NEEDS —.

15.

Do Steps 1-4. Substitute a variety of items. Each time the students do Step 4 name a different type of store and list two items for them to use in the Practice. Pictures would also be useful as cues.

*e.g. grocery store: apples — oranges; meat — fish; peas — beans
stationery store: lined paper — unlined paper; black ink — blue ink
drugstore: two brands of headache pills.*

- A. GIVE ME SOME (e.g. apples), PLEASE.
B. I'M SORRY, I DON'T HAVE ANY (e.g. apples).
A. DO YOU HAVE ANY (e.g. oranges)?
B. YES, I DO.
A. WELL, GIVE ME SOME (e.g. oranges) THEN.

MANIPULATION DRILLS

1.

Do Step 3 only. A is the teacher and B is the whole class, one student or a series of students. This is a substitution drill. Substitute both countable (plural) and uncountable nouns, e.g. "steak, magazines, newspapers, books, gum, candy", etc. This could be developed into a multiple substitution drill in which pronouns and verbs could also be substituted, e.g. "they, he, eat, read".

- A. DID YOU BUY ANY COFFEE LAST NIGHT?
 B. DID YOU BUY ANY COFFEE LAST NIGHT?
 A. ORANGES
 B. DID YOU BUY ANY ORANGES LAST NIGHT?
 A. STEAK
 B. DID YOU BUY ANY STEAK LAST NIGHT?
 etc.

2.

Do Step 3 only. A (the teacher) makes a negative statement. B (the student) repeats the negative statement and adds an affirmative one, using A's cue word. Continue with other countable (plural) and uncountable nouns.

- A. I DIDN'T BUY ANY APPLES. ORANGES
 B. I DIDN'T BUY ANY APPLES, BUT I BOUGHT SOME ORANGES.
 A. HE DIDN'T GIVE ME ANY BLUE INK. BLACK INK
 B. HE DIDN'T GIVE ME ANY BLUE INK, BUT HE GAVE ME SOME BLACK INK.
 A. THEY DON'T HAVE ANY MATCHES. CIGARETTES
 B. THEY DON'T HAVE ANY MATCHES, BUT THEY HAVE SOME CIGARETTES.
 A. I DON'T EAT CAKE. BREAD
 B. I DON'T EAT CAKE, BUT I EAT BREAD.
 A. HE DIDN'T BRING ME ANY CIGARS. CIGARETTES
 B. HE DIDN'T BRING ME ANY CIGARS, BUT HE BROUGHT ME SOME CIGARETTES.
 A. SHE'S NOT GOING TO BUY ANY GUM. CANDY
 B. SHE'S NOT GOING TO BUY ANY GUM, BUT SHE'S GOING TO BUY SOME CANDY.
 A. WE DIDN'T DRINK ANY WATER. WINE
 B. WE DIDN'T DRINK ANY WATER, BUT WE DRANK SOME WINE.

3.

Do Step 3 only. A is the teacher and B is the whole class or a series of individual students. This is a multiple substitution drill. Substitute subject pronouns, object nouns and verbs separately. Then mix them.

I	am	going to	open	the window.
We/You/They	are		close	the door.
He/She	is			
Am	I	going to	put on	— boots?
Are	you/we/they			— shoes?
Is	he/she		read	a story?
			write	a book?

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- A. I'M GOING TO OPEN THE WINDOW. WE
- B. WE'RE GOING TO OPEN THE WINDOW.
- A. YOU/THEY/HE/SHE
- A. I'M GOING TO OPEN THE WINDOW. DOOR
- B. I'M GOING TO OPEN THE DOOR.
- A. ARE YOU GOING TO PUT ON YOUR BOOTS? SHOES
- B. ARE YOU GOING TO PUT ON YOUR SHOES?
- A. GLOVES/WATCH/RING
- A. I'M GOING TO OPEN THE WINDOW. CLOSE
- B. I'M GOING TO CLOSE THE WINDOW.
- A. THEY'RE GOING TO READ A BOOK. WRITE
- B. THEY'RE GOING TO WRITE A BOOK.
- A. I'M GOING TO OPEN THE WINDOW. WRITE A BOOK
- B. I'M GOING TO WRITE A BOOK.
- A. WE
- B. WE'RE GOING TO WRITE A BOOK.
- A. CLOSE THE DOOR/HE/PUT ON HIS BOOTS, etc.

4.

Do Step 3 only. A is the teacher and B is a series of individual students. A asks a question and provides B with the cue words for answering it.

- A. WHERE ARE YOU GOING? HOT — OPEN WINDOW
- B. IT'S HOT IN HERE. I'M GOING TO OPEN THE WINDOW.
- A. COLD — CLOSE WINDOW
- B. IT'S COLD IN HERE. I'M GOING TO CLOSE THE WINDOW.
- A. THIRSTY — DRINK SOME WATER
- B. I'M THIRSTY. I'M GOING TO DRINK SOME WATER.
- A. HUNGRY — EAT SOME FOOD
- TIRED — SIT DOWN

5.

Do Step 3 only. A is the teacher and B is the whole class or a series of individual students. This drill requires the student to convert sentences from one pattern to another. Verb + D.O. + to + I.O. → Verb + I.O. + D.O.

- | | |
|---|--|
| A. I GAVE SOME COFFEE TO JOHN. | B. I GAVE JOHN/HIM SOME COFFEE. |
| A. SHE BROUGHT SOME BREAD TO MARY. | B. SHE BROUGHT MARY/HER SOME BREAD. |
| A. SHE PAID THE MONEY TO THE CASHIER. | B. SHE PAID THE CASHIER/HIM/HER THE MONEY. |
| A. I'M GOING TO GIVE SOME GUM TO THE BOY. | B. I'M GOING TO GIVE THE BOY/HIM SOME GUM. |
| A. WE'RE GOING TO BRING SOME CAKE TO THE TEACHER. | B. WE'RE GOING TO BRING THE TEACHER/HIM/HER SOME CAKE. |
| A. THEY GIVE MONEY TO THE CHILDREN. | B. THEY GIVE THE CHILDREN/THEM MONEY. |
| A. HE DIDN'T GIVE ANY PAPER TO ALLAN. | B. HE DIDN'T GIVE ALLAN/HIM ANY PAPER. |
| A. THE WAITER BROUGHT THE BILL TO US. | B. THE WAITER BROUGHT US THE BILL. |
| A. THE SCHOOL GIVES BOOKS TO THE STUDENTS. | B. THE SCHOOL GIVES THE STUDENTS/THEM BOOKS. |

NOTES

Unit Five — LESSON TWO

CONTENT

PATTERNS	VOCABULARY	
<p>Is there much water in this glass? There's a lot of water in the green glass, but there isn't much water in the red glass. Are there many books on C's desk? There are a lot of books on C's desk, but there aren't many books on D's desk. Did you drink much coffee last night? Yes, I drank a lot (of coffee). No, I didn't drink much (coffee). Did you read a lot of books last month? Yes, I read a lot (of books). No, I didn't read many (books).</p> <p>I'm going to study English tonight. What are you going to do tonight? When are you going to give me the money?</p> <p>How do you feel today? I don't feel (very) well. What's the matter with you/him/her? I have a cold/a headache/a sore arm. I have a fever of 102°. What do you do when you have a cold? I usually go to the doctor. He doesn't feel well, does he? You stay in bed when you have a cold, don't you?</p>	NOUNS	EXPRESSIONS
	Parts of the Body: foot knee throat neck arm elbow etc.	That's too bad. Not too well. Tell me about ____. take — temperature
		ADJECTIVE
		sore
		ADVERBIAL
		hard
		VERBS
	Ailments: a cold a headache an earache (a) fever the flu a cough etc. thermometer check-up prescription medicine pill chalk paper relative bottle egg (orange) juice exam	fall drink take (medicine) miss (the bus) pass (the exam)

UNIT FIVE — LESSON TWO

STRUCTURE NOTES

Future: The use of “going to” for immediate future was practised in Lesson 1 of this Unit. In Lesson 2 practice is given in the use of “going to” to express future plan and to express imminent future.

e.g. Are you going to wear a white shirt tomorrow? What are you going to do next year? I'm going to watch television tonight.	}	future plan
It's cloudy. It's going to rain. The bottle is going to fall.	}	imminent future

Expressions of Quantity: “Much, many” and “a lot of” are introduced in this lesson. Note that “a lot of” can be used with both countable and uncountable nouns in the affirmative, negative and interrogative. What's more, “a lot of” is almost always used in affirmative statements in speech. “Much” is used only with uncountable nouns, usually in the negative and interrogative. “Many” is used only with countable nouns, usually in the negative and interrogative.

	<i>Countable</i>	<i>Uncountable</i>
Affirmative	There are <i>a lot of</i> books on the desk.	There is <i>a lot of</i> water in the glass.
Negative	There aren't <i>many</i> (a lot of) books on the desk.	There isn't <i>much</i> (a lot of) water in the glass.
Interrogative	Are there <i>many</i> (a lot of) books on the desk?	Is there <i>much</i> (a lot of) water in the glass?

In this lesson “much” and “many” are practised with the negative and interrogative, and “a lot of” is reserved for the affirmative.

“Only . . . a little” and “only . . . a few” are reserved for a later lesson.

With these expressions of quantity, it is important to provide as much practice as possible without getting away from real situations. Make use of the classroom materials and the habits of the students, drawing on vocabulary they already know and introducing new vocabulary with discretion.

e.g. Do you need much sleep?
 Do you need much exercise?

Question Tags: Question tags in the Habitual Tense are introduced. Both the “do” and “does” forms are practised. See Practices 11, 12 and 13.

“Enough” + Noun: The use of “enough” as an adjective, preceding a noun, is introduced in Practice 6.

“When” Clause: An adverbial clause of time is introduced in Practices 12 and 13.

e.g. What do you do *when you have a cold*?
 You don't go swimming *when you have a cold*, do you?

SUGGESTIONS

Teaching Aids: 2 glasses of different colours, one containing very little water and the other one almost full; pairs of pictures, one showing a single countable item and the other showing a large number of the same item (e.g. 1 apple, 10 apples, etc.); pairs of pictures, one showing a small amount of an uncountable item and the other showing a large amount of the same item (e.g. milk, ink, paper, etc.); pictures of people suffering from various ailments (e.g. a man with a toothache, an earache, etc.); a drawing of the human body.

Parts of the Body: These have not been formally taught in the preceding units. A drawing of the human body is provided in Picture 1003. This could be used from the Students' Workbook or projected onto the wall in order to teach parts of the body connected with certain illnesses.

e.g. He has a sore throat.

He has a sore arm.

Which arm? The left one or the right one?

He has a sore knee/elbow/hip/foot/ankle, etc.

Reading a thermometer: Picture 1002 in the Students' Workbook is an illustration of a thermometer. Both Centigrade and Fahrenheit readings are shown, so that the students can compare the two systems. A conversion formula is also provided. Even though this thermometer is introduced in connection with taking a person's temperature to determine fever, this same system applies to measuring the temperature of the air for weather. Most students will be familiar with the Centigrade system. It is therefore important to teach them to automatically recognize the significance of a Fahrenheit reading, i.e. that 98.6° is normal body temperature, but very hot air temperature. This is a good opportunity for reviewing weather expressions, e.g. "It's 98° outside. It's very hot".

Pronunciation of Noun Compounds: Noun compounds function as single nouns. They can be written in three different ways: as one word, as two words, or with a hyphen. There seems to be no hard and fast rule about how noun compounds should be written and dictionaries differ on how to spell them. However, all three forms have the same stress pattern: the first word has the primary stress.

e.g. tóoth āche
 héad āche
 báck āche
 héad cōld
 chīcken pōx

Note that this stress pattern is the same as the pattern described in Unit Four (e.g. cōncert tickets — tickets for a concert; tōy bōx — a box for toys).

Pronunciation of Adjective + Noun: Note the contrast between the stress pattern on noun compounds and the stress pattern on adjective + noun combinations. When a single noun is modified by an adjective, the second word (i.e. the noun) has the primary stress.

e.g. sōre lég
 sōre árm
 sōre fōot

Note that this stress pattern is the same as the pattern described in Unit Four (e.g. a tōy tráin — a train which is a toy; an elēctric tráin — a train which is electric).

UNIT FIVE – LESSON TWO

Games:

Where does he come from?

Have one student think of an imaginary person from a specific country. The other students must ask a series of questions in order to discover the name of the country.

Cue the students to ask questions such as:

Food	Does he eat much rice?
	spaghetti?
	pasta?
	fish?
	many vegetables?
	Does he drink much beer?
	wine?
	milk?
Clothes	Does he wear heavy clothes?
Entertainment	Does he go to the opera?
	soccer games?
	Does he play baseball?
	hockey?
	cricket?
Geography	Are there many cities in his country?
	lakes
	rivers
	mountains
	people
	Is there much water in his country?
	rain
	snow
Climate	Does it rain there in the winter?

What did I buy?

Have one student come to the front of the class and say: "I went shopping yesterday. What did I buy?" The other students take turns asking him yes/no questions.

- e.g. Did you buy any sugar?
Did you buy any shoes?
Did you buy a hat?

The student at the front of the class must answer each question with a full sentence.

- e.g. Yes, I bought some sugar.
No, I didn't buy any shoes.

CONVERSATION PRACTICES

1.

Do Steps 1-4. Substitute other nouns, both countable and uncountable.

A. DID YOU BUY ANY (e.g. bread) LAST NIGHT?

B. NO, I DIDN'T.

A. THAT'S TOO BAD. WHY NOT?

B. BECAUSE I DIDN'T HAVE ANY MONEY.

2.

Do Steps 1-3. Use 2 real glasses with water to introduce "much" with the uncountable noun "water". To differentiate between the two, use glasses of different colours. Make sure that one glass is almost full and the other almost empty. Substitute other uncountable items to elicit affirmative and negative answers, e.g. "Is there much chalk in my left/right hand?" Use classroom items or pictures of items, such as: coffee, bread, milk, ink, etc. Then direct other questions to students, such as: "Is there much money in your wallet?"

A. IS THERE MUCH WATER IN THE (e.g. green) GLASS?

B. YES, THERE IS.

A. IS THERE MUCH WATER IN THE (e.g. red) GLASS?

B. NO, THERE ISN'T.

A. NOW TELL ME ABOUT THE TWO GLASSES.

**B. THERE'S A LOT OF WATER IN THE — GLASS, BUT
THERE ISN'T MUCH WATER IN THE — GLASS.**

3.

Do Steps 1-3. Follow the same procedure as with Practice 2. Have 2 books on one desk and as many books as possible on another desk. Continue with other countable nouns, e.g. pens, pencils, notebooks, keys, matches. Use classroom items or pictures. Mix Drills 2 and 3, alternating countable and uncountable nouns.

A. ARE THERE MANY (e.g. books) ON C'S DESK?

B. YES, THERE ARE.

A. ARE THERE MANY BOOKS ON D'S DESK?

B. NO, THERE AREN'T.

A. NOW TELL ME ABOUT THE TWO DESKS.

**B. THERE ARE A LOT OF BOOKS ON C'S DESK, BUT THERE AREN'T
MANY BOOKS ON D'S DESK.**

4.

Do Steps 1-4. Indicate the answer you want by saying either "10 cups" or "only 1". Substitute other fluids for variety, or "eat" with food which is uncountable. Continue with "he/she".

A. DID YOU DRINK MUCH COFFEE LAST NIGHT?

B. YES, I DRANK A LOT (OF COFFEE). I DRANK (e.g. 10 cups).

or

NO, I DIDN'T DRINK MUCH (COFFEE). I ONLY DRANK (e.g. 1 cup).

or

NO, I DIDN'T DRINK ANY (COFFEE).

UNIT FIVE — LESSON TWO

5.

Do Steps 1-4. Carry out Practice 5 in the same way as Practice 4. Substitute other verbs and countable nouns for variety.

A. DID YOU READ MANY BOOKS LAST MONTH?

B. YES, I READ A LOT (OF BOOKS).

I READ (e.g. 10 books).

or

NO, I DIDN'T READ MANY (BOOKS). I ONLY READ (e.g. 2 books).

or

NO, I DIDN'T READ ANY (BOOKS).

6.

Do Steps 1-3. A is the teacher. Continue with other verbs, such as "bring, hand".

B. I NEED SOME PAPER/CHALK.

A. to C. C, GIVE B SOME PAPER/CHALK.

A. to B. DID C GIVE YOU ENOUGH PAPER/CHALK?

B. YES, HE GAVE ME A LOT OF PAPER/CHALK. HE GAVE ME (e.g. 5 pieces).

or

NO, HE DIDN'T GIVE ME MUCH PAPER/CHALK. HE GAVE ME ONLY (e.g. 1 piece).

7.

Do Steps 1-4. This Practice contrasts the Present Continuous Tense and the "Going To" Future Tense. Continue with: "Is he/she —ing now? Is he/she going to — tomorrow?" Substitute a wide variety of verbs.

e.g. wear shoes

eat supper

play chess

watch T.V.

talk on the telephone

do homework

write letters

read a book

Use a number of future adverbials in Line 3, such as: "next week, tonight, tomorrow, next Monday, on Saturday".

A. ARE YOU (e.g. wearing a white shirt) NOW?

B. YES, I AM/NO, I'M NOT.

A. ARE YOU GOING TO (e.g. wear a white shirt) TOMORROW?

B. YES, I AM/NO, I'M NOT.

or

I DON'T KNOW.

8.

Do Steps 1-4. For Step 4 provide the students with a list of activities from which to choose, as well as a list of future adverbials. These are listed in Practice 7. Interrupt Step 4 with questions such as: "Is he/she —ing now?" and "Is he/she going to — tomorrow?"

A. ARE YOU (e.g. reading the newspaper) NOW?

B. NO, BUT I'M GOING TO (e.g. read the newspaper) TONIGHT.

UNIT FIVE – LESSON TWO

9.

Do Steps 3 and 4. Cue students with a blackboard list of activities and future adverbials.

e.g. play football	next Saturday
go to school	next summer
visit a friend	on Sunday

Students might confuse “I’m going to school” and “I’m going to go to school”. A chart such as the following might prove helpful in explaining the different uses of “go”.

I	'm	going to	go	to school.	Future
I	'm		going	to school.	Present Continuous
<p>A. I'M GOING TO (e.g. study English) TONIGHT. WHAT ARE YOU GOING TO DO TONIGHT? B. I'M GOING TO (e.g. watch television).</p>					

10.

Do Steps 1-4. Act out the roles of a sick man and a well man for the students. Continue with: “How does he/she feel?”

A. HOW DO YOU FEEL TODAY?

B. FINE, THANKS.

or

NOT TOO WELL. I'M (e.g. sick/tired).

11.

First do Steps 1 and 2, miming or showing pictures of the illnesses mentioned in this Practice. Use Picture 1500 in the Students' Workbook or point to parts of your own body to illustrate “sore throat/neck”, etc. The names of common illnesses can be taught gradually over a period of two or three days. Using pictures, ask tag questions such as: “He has a toothache, doesn't he?” “He doesn't have a sore foot, does he?” “He has a sore neck”. After making sure that the students comprehend the Practice, continue with Steps 3 and 4, listing the illnesses as cues on the blackboard.

A. WHAT'S THE MÁTTER WITH YOU/HER/HIM?

B. I HAVE	A RÁSH.
HE/SHE HAS	FÉVER.
	CÓLD.
	COUGH.
	HÉADACHE.
	ÉARACHE.
	TÓOTHACHE.
	BÁCKACHE.
	SORE THRÓAT.
	SORE LÉG.
	SORE ÁRM.
	SORE NÉCK.
	SORE HÁND.
	SORE KNÉE.
	SORE FÓOT.

UNIT FIVE — LESSON TWO

THE FLÚ/MÉASLES/MÚMPS.
TONSILLÍTIS.
CHÍCKEN POX.
SCARLET FÉVER.

or
MY FÓOT IS SÓRE.
HIS THROAT
HER NECK

12.

Do Steps 1-4. Continue with other illnesses listed on the blackboard from Practice 12. For Step 4, encourage the students to describe their own remedies. Encourage them to use frequency adverbs in their answers. Interrupt Step 4 with tag questions such as: "He always goes to the doctor when he has a cold, doesn't he?"

A. WHAT DO YOU DO WHEN YOU HAVE A COLD?

A SORE THROAT?

A TOOTHACHE?

THE FLU?

B. I (e.g. usually take an aspirin, always call the doctor, always go to the dentist, drink a lot of juice, etc.)

13.

Do Steps 1-4. Explain the use of "you" to mean "one" or "people in general". For Step 4 provide the students with blackboard cues.

e.g. don't go swimming/skating/skiing

go to the doctor/stay in bed/drink a lot of juice

cold/earache

cold/earache

A. YOU DON'T GO SWIMMING WHEN YOU HAVE A COLD, DO YOU?

B. NO, OF COURSE NOT.

A. YOU GO TO THE DOCTOR WHEN YOU HAVE A COLD, DON'T YOU?

B. YES, OF COURSE.

14.

Do Steps 1-4.

A. HELLO B. WHAT'S WRONG?

B. I DON'T FEEL WELL.

or

I'M SICK.

A. WHAT'S THE MÁTTER WITH YOU?

B. I HAVE ____.

A. DID YOU GO TO THE DOCTOR?

B. YES, I DID.

A. WHAT DID HE DO?

B. HE GAVE ME SOME MEDICINE.

MANIPULATION DRILLS

1.

Do Step 3 only. A is the teacher and B is the whole class or a series of individual students. The students are required to convert a sentence in the Present Continuous Tense into one in the "Going To" Future Tense.

- A. ARE YOU READING A BOOK NOW? TOMORROW
 B. ARE YOU GOING TO READ A BOOK TOMORROW?
 A. ARE YOU STUDYING ENGLISH NOW? NEXT YEAR
 B. ARE YOU GOING TO STUDY ENGLISH NEXT YEAR?
 A. ARE YOU WEARING A HAT NOW? TONIGHT
 B. ARE YOU GOING TO WEAR A HAT TONIGHT?
 A. ARE YOU GOING TO A MOVIE NOW? ON SATURDAY NIGHT
 B. ARE YOU GOING TO GO TO A MOVIE ON SATURDAY NIGHT?
 A. ARE YOU EATING LUNCH/DINNER NOW? AT NOON/SIX O'CLOCK
 B. ARE YOU GOING TO EAT LUNCH/DINNER AT NOON/SIX O'CLOCK?

2.

Do Step 3 only. B could be the whole class or a series of individual students.

- A. IT'S CLOUDY OUTSIDE. IT'S GOING TO RAIN.
 A. HE'S RUNNING. FALL
 B. HE'S RUNNING. HE'S GOING TO FALL.
 A. IT'S COLD. SNOW
 B. IT'S COLD. IT'S GOING TO SNOW.
 A. HE STUDIES HARD. PASS HIS EXAM
 B. HE STUDIES HARD. HE'S GOING TO PASS HIS EXAM.
 A. HE ATE FIVE CAKES. BE SICK
 B. HE ATE FIVE CAKES. HE'S GOING TO BE SICK.
 A. HE MISSED THE BUS. BE LATE
 B. HE MISSED THE BUS. HE'S GOING TO BE LATE.
 A. HE GOT UP LATE. MISS THE BUS
 B. HE GOT UP LATE. HE'S GOING TO MISS THE BUS.
 A. SHE WENT TO BED LATE. BE TIRED TOMORROW
 B. SHE WENT TO BED LATE. SHE'S GOING TO BE TIRED TOMORROW.

3.

Do Step 3 only. This is a substitution drill. Substitute both pronouns and activities.

When	are is	you/they he/she	going to	read the book? have a vacation? go to the doctor? phone me? visit —— parents? give me the money? bring me the food? pay me the bill?
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UNIT FIVE — LESSON TWO

- A. WHEN ARE YOU GOING TO READ THE BOOK? HE**
B. WHEN IS HE GOING TO READ THE BOOK?
A. HAVE A VACATION
B. WHEN IS HE GOING TO HAVE A VACATION?
A. SHE/PHONE ME/THEY, etc.

4.

Do Step 3 only. B is the whole class or a series of individual students. The students are required to repeat a negative sentence adding a corresponding affirmative sentence to it. Note that the affirmative sentences all contain "a lot of".

- A. I DIDN'T DRINK MUCH WATER. MILK**
B. I DIDN'T DRINK MUCH WATER, BUT I DRANK A LOT OF MILK.
A. I DIDN'T READ MANY BOOKS. MAGAZINES
B. I DIDN'T READ MANY BOOKS, BUT I READ A LOT OF MAGAZINES.
A. THERE AREN'T MANY PEOPLE IN THIS ROOM. THAT ROOM
B. THERE AREN'T MANY PEOPLE IN THIS ROOM, BUT THERE ARE A LOT OF PEOPLE IN THAT ROOM.
A. THEY DIDN'T GIVE ME MUCH FOOD. WATER
B. THEY DIDN'T GIVE ME MUCH FOOD, BUT THEY GAVE ME A LOT OF WATER.
A. HE DOESN'T HAVE MANY RELATIVES. FRIENDS
B. HE DOESN'T HAVE MANY RELATIVES, BUT HE HAS A LOT OF FRIENDS.

5.

Do Step 3 only. This is a substitution drill. Substitute both countable (plural) nouns and uncountable nouns.

Are there many	people	in the house?
	books	
	men	
	women	

Is there much	chalk	in the house?
	paper	
	milk	
	coffee	
	food	

- A. ARE THERE MANY PEOPLE IN THE HOUSE? FOOD**
B. IS THERE MUCH FOOD IN THE HOUSE?
A. BOOKS
B. ARE THERE MANY BOOKS IN THE HOUSE?

Unit Five — LESSON THREE

CONTENT

PATTERNS	VOCABULARY	
<p>What's the matter with your car/watch? It's broken. Well, take it to a garage/jeweller. (Why don't you take it to a garage?) Is there a lot of water in the glass? Are there a lot of books on C's desk? I drank only a little coffee. I only drank 1 cup. I read only a few books last year. I only read 3 books last year. Give me just a few/little —, please. How much cream do you want? I'll do it for you. How long will it take? John is taller than Paul. John is the tallest. Dick is as tall as Paul. They're the same height/length. He's very tall. Yes, but his father is taller. Yes, but he's not as tall as his father. What else did he want?</p>	NOUNS	ADJECTIVES
	<p>cough syrup cough candy repair shop telephone company nose drops garage druggist age height length cheque jeweller repairman label ceiling grass</p>	<p>old young heavy light strong fast cheap</p>
		<p>VERBS</p> <p>fill (a prescription) hang take out of call walk up to say</p>

UNIT FIVE — LESSON THREE

STRUCTURE NOTES

Future: In Lessons 1 and 2 of Unit Five practice was given in the use of “going to” to express certain types of future time. In Lesson 3 “will” is introduced. It is used here to express future commitment. See Practices 8, 9 and 16. Note the difference between the uses of “going to” and “will” in the following example. A uses “going to” to express immediate future action, while B uses “will” to express future commitment.

- e.g. A. It's hot in here. I'm *going to* open the window.
 B. Don't bother. I'll open it for you.

At this point only affirmative statements with “will” are practised. Point out to the students that “will” is usually contracted to “'ll” in speech and that it is always followed by the base form of the verb.

“Will” — Future

I	will	open	it	for you.	Affirmative Statement
Mother/She	will	make	it	for you.	
John/He	will	paint	it	for you.	
They	will	do	it	for you.	

Expressions of Quantity: “Much, many” and “a lot of”, introduced in Lesson 2 of this Unit, are reviewed here. At the same time “a few” and “a little” are introduced. These are practised with “only” and “just”.

- e.g. I drank *only a little* coffee. *or* I *only* drank a little coffee.
 I read *only a few* books. *or* I *only* read a few books.
 Give me *just a little* cream, please.
 Give me *just a few* cookies, please.

The following chart might prove useful in reviewing all of the expressions of quantity learned up to now.

	Countable	Uncountable	
small number	Give me <i>a few</i> apples.	Give me <i>a little</i> sugar.	small amount
large number	I want <i>a lot of</i> apples. I don't have <i>many</i> apples. Do you have <i>many</i> oranges?	I want <i>a lot of</i> sugar. I don't have <i>much</i> sugar. Do you have <i>much</i> milk?	large amount

Adjective Comparison: The formation of the comparative and superlative forms of regular one- and two-syllable adjectives is introduced. These are practised in the following patterns:

- “John is taller than Paul (and Bob)”.
 “John is the tallest”.
 “Dick is as tall as Paul”.

SUGGESTIONS

Teaching Aids: Coloured chalk (at least 3 colours); pictures of items and people of varying sizes, heights, weights and lengths.

UNIT FIVE – LESSON THREE

Comparatives and Superlatives: The spelling of the comparative and superlative forms of adjectives may cause problems. Group adjectives according to the type of spelling change they undergo.

<i>no change in spelling</i>	long	—	longer	—	longest
	short	—	shorter	—	shortest
	tall	—	taller	—	tallest
	sick	—	sicker	—	sickest
	small	—	smaller	—	smallest
	strong	—	stronger	—	strongest
	fast	—	faster	—	fastest
	light	—	lighter	—	lightest
	old	—	older	—	oldest
	young	—	younger	—	youngest
	large	—	larger	—	largest
	late	—	later	—	latest
	dirty	—	dirtier	—	dirtiest
	busy	—	busier	—	busiest
<i>“y” changes to “i”</i>	happy	—	happier	—	happiest
	hungry	—	hungrier	—	hungriest
	thirsty	—	thirstier	—	thirstiest
	early	—	earlier	—	earliest
<i>doubled consonants</i>	big	—	bigger	—	biggest
	fat	—	fatter	—	fattest
	thin	—	thinner	—	thinnest
	hot	—	hotter	—	hottest

For further practice with comparative and superlative forms, ask general information questions.

- e.g. What's the longest river in the world?
 What's the highest mountain in the world?
 What's the biggest/largest city/country in the world?
 What's the tallest building in the city/world?
 Is New York as big as Tokyo?
 Is London bigger than Paris?
 Which city is bigger, Toronto or Montreal?

You may want to divide the class into two teams, having them compete for points in answering these questions.

Students' Workbook: The story accompanying Picture 1020 contains both dialogue and description. It can be used simply as a story to be read aloud, in which case the words in quotation marks as well as the other words, e.g. “said the druggist, Mr. Baker answered”, are read aloud. It can also be used as a dialogue or play, in which case one student can play the role of Mr. Baker, another student the role of the druggist, and a third student can say all of the other words, acting as commentator. Note that the verbs “say” and “ask” are used in two patterns.

- e.g. said the druggist, answered Mr. Baker
 the druggist said, Mr. Baker answered

Explain to the students that, although the verb follows the subject in English statements, it can come before the subject in cases such as these.

CONVERSATION PRACTICES

1.

Do Steps 1-4. For Steps 3 and 4, cue the students with adjectives and names of ailments. You may want to introduce a negative question as an alternative to Line 4, e.g. "Why don't you go to the doctor/go to bed?"

A. WHAT'S THE MATTER WITH YOU?

B. I'M (e.g. sick/tired/thirsty/hungry).

or

I HAVE (e.g. a cold/a toothache/the flu).

A. WELL, GO TO THE DOCTOR.

GO TO BED.

EAT SOME FOOD.

DRINK SOME WATER.

etc.

2.

Do Steps 1-4. Continue with other items and places of repair (e.g. ring — jeweller's; tap — plumber). After Step 4, you might find it useful to ask "What's the name of a good (e.g. garage)?" This will help familiarize the students with local facilities. As in Practice 1, an alternative to Lines 3 and 4 could be "Why don't you take it to —/call—?".

A. WHAT'S THE MATTER WITH YOUR (e.g. watch/car/radio/T.V./ telephone)?

B. IT'S BROKEN.

A. WELL, TAKE IT TO (e.g. a jeweller/a garage/a repair shop).

or

WELL, CALL (e.g. a repairman/an electrician/the telephone company).

Pronunciation Hint: Point out the difference in the stress patterns of:

What's the **má**ttér with you?

What's the matter with your **wá**tch?

3.

Do Steps 1-3. Note that this Practice is almost identical to Practice 2 of Unit Five, Lesson 2, the only difference here being the introduction of "only a little". Use glasses of different colours. Make sure that one glass is almost full and the other is almost empty. Continue with other uncountable items, using pictures if necessary.

e.g. Is there much chalk in my right/left hand?

Is there much milk in the bottle/pitcher?

Is there much rice in the bowl/on the plate?

Is there much fruit in the bowl/on the plate?

Note that "a lot of" is presented as an alternative to "much" in Lines 1 and 3. This is the first time "a lot of" is used in an interrogative sentence. Practise both.

A. IS THERE MUCH/A LOT OF WATER IN THE (e.g. green) GLASS?

B. YES, THERE IS.

A. IS THERE MUCH/A LOT OF WATER IN THE (e.g. red) GLASS?

B. NO, THERE ISN'T.

A. NOW TELL ME ABOUT THE TWO GLASSES.

B. THERE'S A LOT OF WATER IN THE — GLASS, BUT THERE'S ONLY A LITTLE WATER IN THE — GLASS.

UNIT FIVE — LESSON THREE

4.

Do Steps 1-3. Note that this Practice is almost identical to Practice 3 of Unit Five, Lesson 2, the only difference being the introduction of "only a few". Have 2 or 3 books on one desk and as many books as possible on the other desk. Continue with other countable nouns, using pictures if necessary.

- e.g. Are there many candies in the bowl/on the plate?
Are there many coins in my right/left hand?
Are there many pens/pencils/matches on C's/D's desk?*

Note that "a lot of" is presented as an alternative to "many" in Lines 1 and 3.

- A. ARE THERE MANY/A LOT OF BOOKS ON C'S DESK?**
B. YES, THERE ARE.
A. ARE THERE MANY/A LOT OF BOOKS ON D'S DESK?
B. NO, THERE AREN'T.
A. NOW TELL ME ABOUT THE TWO DESKS.
B. THERE ARE A LOT OF BOOKS ON C'S DESK, BUT THERE ARE ONLY A FEW BOOKS ON D'S DESK.

5.

Do Steps 1-4. Note that this Practice is almost identical to Practice 4 of Unit Five, Lesson 2, the only difference being the use of "only a little". You may prefer to place "only" before the verb, as in "I only drank a little coffee". Explain to the students that "only" can occur in either position. Continue with other questions containing uncountable nouns.

- e.g. Did you drink a lot of milk/tea/cocoa last night?
Did you eat much meat/rice/fish last night?*

Then continue with questions in the Habitual Tense.

- e.g. Do you have much money in your wallet?
Do you have much furniture in your house/apartment?
Do you have much food/milk in your refrigerator?
Do you have much gas in your car?
Do you eat much meat/fish/fruit, etc.?*

- A. DID YOU DRINK MUCH/A LOT OF COFFEE LAST NIGHT?**
B. YES, I DRANK A LOT (OF COFFEE). I DRANK (e.g. 5) CUPS.
or
NO, I DRANK ONLY A LITTLE (COFFEE). I DRANK ONLY (e.g. 1) CUP.
or
NO, I DIDN'T DRINK ANY COFFEE.

6.

Do Steps 1-4. Note that this Practice is almost identical to Practice 5 of Unit Five, Lesson 2, the only difference being the use of "only a few". Again, you may prefer to place "only" before the verb, as in "I only read a few books. I only read 2". Allow students to place it in either position. Continue with other questions containing countable nouns.

- e.g. Did you buy many dresses/suits/shirts last year?
Did you see many movies/plays/ last month?
Did you go to many parties/concerts last month?
Did you write many letters last week?*

UNIT FIVE — LESSON THREE

Then continue with questions in the Habitual Tense.

e.g. Do you have many dresses/suits?

Do you have many friends/relatives?

A. DID YOU READ MANY/A LOT OF BOOKS LAST YEAR?

B. YES, I READ A LOT (OF BOOKS). I READ (e.g. 30) BOOKS.

or

NO, I READ ONLY A FEW (BOOKS). I READ ONLY (e.g. 3) BOOKS.

or

NO, I DIDN'T READ ANY BOOKS.

7.

Do Steps 1-4. For Step 4, allow the students to choose the items and the quantity. Put a list of items and patterns on the blackboard to guide the students. Note the use of "just a few/little".

*e.g. a lot of ——— cream paper
a little ——— milk ink
some ——— sugar*

*a lot of ———s doughnuts eggs
a few ———s cookies matches
some ———s sandwiches cigarettes*

A. HOW MUCH/MANY (e.g. cream/cookies) DO YOU WANT?

B. GIVE ME A LOT (OF e.g. cream/cookies), PLEASE.

or

JUST A FEW (e.g. cookies), PLEASE.

or

JUST A LITTLE (e.g. cream), PLEASE.

A. DO YOU WANT ANY (e.g. sugar/doughnuts) TOO?

B. NO, THANKS, I HAVE SOME.

Pronunciation Hint: Note that the word "just" in "just a few/little" is not stressed and is pronounced as /jɪst/.

8.

Do Steps 1-4. Continue with other future plan statements to be followed by "Don't bother. I'll ——— for you". Explain that "will" is shortened to "'ll" in speech.

e.g. It's cold in here. I'm going to close the window/door.

I don't have any sugar/potatoes. I'm going to buy some.

You might want to introduce "Never mind" as an alternative to "Don't bother".

A. IT'S HOT IN HERE.

I'M GOING TO OPEN THE WINDOW.

B. DON'T BOTHER. I'LL OPEN IT FOR YOU.

Pronunciation Hint: Note the stress on "for" in Line 3.

9.

Do Steps 1-4. Continue with "cut the grass, paint the room, wash the floor", etc.

A. I'M TIRED, BUT I'M GOING TO WASH THE CAR.

B. DON'T DO IT. I'LL WASH IT FOR YOU.

10.

Do Steps 1 and 2 only. Draw three stick figures on the blackboard: a tall figure, one medium-sized one, and a short one. Give them names: e.g. John (tall), Paul (shorter), Bob (shortest). Say:

**JOHN IS THE TALLEST.
HE'S TALLER THAN PAUL AND BOB.
BOB IS THE SHORTEST.
HE'S SHORTER THAN PAUL AND JOHN.**

**WHO IS THE TALLEST?
IS JOHN TALLER THAN PAUL?
IS HE TALLER THAN BOB?
WHO IS THE SHORTEST?
IS HE SHORTER THAN —?**

**JOHN IS THE TALLEST.
YES, HE'S TALLER THAN PAUL.
YES, HE'S TALLER THAN BOB.
BOB IS THE SHORTEST.
YES, HE'S SHORTER THAN —.**

Using coloured chalk, draw on the blackboard 3 lines of different colours and lengths, in order to practise the comparative and superlative forms of "long" and "short". Then draw 3 boxes of different colours and sizes, in order to practise the comparative and superlative forms of "big" and "small". Repeat the patterns presented above.

e.g. The — line is the longest.
It's —er than the — line and the — line.
etc.
The — box is the biggest.
It's —er than the — box and the — box.
etc.

Then write on the blackboard:	short	shorter than	the shortest
	tall	taller than	the tallest
	long	longer than	the longest
	big	bigger than	the biggest
	small	smaller than	the smallest

Underline the *-er* of the comparative and the *-est* of the superlative.

11.

Do Steps 3 and 4 with a few pairs of students. For Step 4 have a student (A) instruct 2 other students to stand up and then have him ask the questions. Interrupt Step 4 with questions to the class or to individual students.

e.g. *Is B taller than C?
Are you taller or shorter than C?*

Continue with "younger" and "older", asking three students to state their ages and then asking each one "Are you younger or older than —?"

**A. B AND C, STAND UP, PLEASE.
B, ARE YOU TALLER OR SHORTER THAN C?
B. I'M —ER THAN C.
A. C, ARE YOU SHORTER OR TALLER THAN B?
C. I'M —ER THAN B.**

UNIT FIVE — LESSON THREE

12.

Do Steps 3 and 4. For Step 4 have one student (A) instruct 3 other students to stand up and then have him ask the class the questions. Continue with "youngest — younger" and "oldest — older", after asking the three students to state their ages. Interrupt the Practice with questions to the class or to individual students.

*e.g. Is B the tallest/oldest?
Are B and C shorter than D?
Is B taller or shorter than C?
Are you taller or shorter than C?
Are you younger than B?*

- A. B, C AND D, STAND UP, PLEASE.**
A. to CLASS. WHO IS THE TALLEST?
CLASS. — IS THE TALLEST.
A. to CLASS. WHO IS THE SHORTEST?
CLASS. — IS THE SHORTEST.
A. B, ARE YOU TALLER OR SHORTER THAN C?
B. I'M — THAN C.
A. C, ARE YOU TALLER OR SHORTER THAN D?
C. I'M — THAN D.
A. D, ARE YOU TALLER OR SHORTER THAN B?
D. I'M — THAN B.

13.

Do Steps 1 and 2. Add a fourth figure to the group drawn on the blackboard for Practice 10. Give him a name (e.g. Dick). Make this fourth figure the same size as Paul, the medium-sized one.

- | | |
|---|--|
| IS DICK SHORTER THAN PAUL? | NO, HE'S NOT. |
| IS PAUL TALLER THAN DICK? | NO, HE'S NOT. |
| DICK IS AS TALL AS PAUL. | |
| DICK AND PAUL ARE THE SAME HEIGHT. | |
| IS DICK AS TALL AS JOHN? | NO, HE'S NOT. HE'S SHORTER THAN JOHN. |
| IS DICK AS TALL AS PAUL? | YES, HE IS. THEY'RE THE SAME HEIGHT. |

Pronunciation Hint: Note that in sentences containing the "as — as" pattern, the primary stress falls after the second "as".

e.g. Dick is as tāll as Pául.

14.

Do Steps 1-3. Using coloured chalk, draw 3 lines of different colours on the blackboard. Make 2 lines the same length and one shorter than the others. Continue with "as big as" and "the same size". To do so draw 3 boxes of different colours, making 2 boxes the same size and one smaller than the others.

- A. IS THE — LINE AS LONG AS THE — LINE?**
B. YES, IT'S AS LONG AS THE — LINE. THEY'RE THE SAME LENGTH.
A. IS THE — LINE AS LONG AS THE — LINE?
B. NO, IT'S NOT AS LONG AS THE — LINE. IT'S —ER.

UNIT FIVE — LESSON THREE

15.

Do Steps 3 and 4. Continue with "younger or older" (age), "bigger or smaller" and "fatter or thinner" (size). Ask questions about the size or length of various students' possessions.

*e.g. Is C's purse bigger or smaller than D's?
Is C's hair longer or shorter than D's?*

Then ask questions containing superlative forms.

*e.g. Who is the tallest person in the class?
Who is the youngest person in the class?
Who has the longest hair/biggest briefcase in the class?*

A. B, ARE YOU TALLER OR SHORTER THAN C?

B. I'M _____ER THAN C.

or

WE'RE THE SAME HEIGHT.

16.

Do Steps 1-4. Continue with "hang this picture — taller; pick up these books — stronger; wash the ceiling — taller; move the piano — stronger".

A. I WANT TO (e.g. lift this desk).

B. I'LL DO IT FOR YOU. I'M (e.g. stronger) THAN YOU.

MANIPULATION DRILLS

1.

Do Step 3 only. A is the teacher and B is the whole class, one student or a series of students. A makes a statement and provides B with a cue for forming a comparative remark, using

(i) as _____ as _____

(ii) _____er.

She's very fat.	her sister
He's very tall.	his father
You're very smart.	your brother
He's very short.	his son
John's very strong.	Peter
They're very big.	their father
She's very thirsty.	you
He's very young.	his wife

**(i) A. SHE'S VERY FAT. HER SISTER
B. YES, BUT SHE'S NOT AS FAT AS
HER SISTER.**

**A. HE'S VERY TALL. HIS FATHER
B. YES, BUT HE'S NOT AS TALL AS
HIS FATHER.
etc.**

**(ii) A. SHE'S VERY FAT. HER SISTER
B. YES, BUT HER SISTER IS FATTER.**

**A. HE'S VERY TALL. HIS FATHER
B. YES, BUT HIS FATHER IS TALLER.
etc.**

UNIT FIVE — LESSON THREE

2.

Do Step 3 only. A is the teacher and B is the whole class or a series of individual students. A makes a statement about an object or person. B must then produce a matching comparative statement. This drill can also be used to practise the superlative forms.

- e.g.* A. This house is very big.
B. Yes, it's the biggest house on the street.
- A. THIS HOUSE IS VERY BIG.
B. YES, BUT THAT HOUSE IS BIGGER.
- A. THIS MAN IS VERY STRONG.
THIS PENCIL IS VERY LONG.
THIS CAR IS VERY FAST.
THIS CHILD IS VERY SICK.
THIS BOX IS VERY HEAVY.
etc.

3.

Do Step 3 only. A is the teacher and B is the whole class or a series of individual students. B is required to transform a negative statement into an affirmative one, using "only a few/little".

- A. THE TEACHER DOESN'T HAVE MUCH CHALK.
B. THE TEACHER HAS ONLY A LITTLE CHALK.
- A. PETER DIDN'T EAT MANY APPLES.
B. PETER ATE ONLY A FEW APPLES.
- A. I DIDN'T BUY MUCH FOOD.
B. I BOUGHT ONLY A LITTLE FOOD.
- A. THERE WEREN'T MANY PEOPLE AT THE PARTY.
B. THERE WERE ONLY A FEW PEOPLE AT THE PARTY.
- A. SHE DOESN'T HAVE MANY DRESSES.
B. SHE HAS ONLY A FEW DRESSES.
- A. THEY DON'T EAT MUCH MEAT.
B. THEY EAT ONLY A LITTLE MEAT.

Unit Five – LESSON FOUR

CONTENT

PATTERNS	VOCABULARY	
<p>This dress is too small. We have a larger one. This one doesn't fit either.</p> <p>This car is the best of all. What is the best cheese?</p> <p>John bought a book for Anne. John bought Anne a book. Who(m) did he buy it for? Who(m) did he sell it to?</p> <p>Did you buy him anything? No, I didn't buy him anything. Yes, I bought him something. I want something better. I don't have anything better. Do you need some matches too? Do you sell anything for cleaning floors? Do you mean floor cleaner?</p> <p>Give me just a little/a few, please. Give me a lot, please.</p> <p>Please give me the phone number of _____. Is C there, please? Sorry, he's out. Sorry, you have the wrong number.</p> <p>Do you have an apartment for rent? It runs into State St., one block west of Park Ave.</p>	NOUNS	EXPRESSIONS
	<p>Household Products: detergent window cleaner floor polish dish soap carpet shampoo etc.</p> <p>operator (classified) advertisement section owner town block factory</p>	<p>Just a moment, please. No, thanks. It runs into State St.</p>
		ADJECTIVES
		<p>good, better, best bad, worse, worst large modern beautiful</p>
		ADVERBIAL
		<p>last time</p>
	VERBS	PREPOSITION
	<p>look up call call up polish hang up answer receive hand send think</p>	<p>into</p>

STRUCTURE NOTES

Future: The use of “will” in expressions of doubt regarding the future is introduced in Practice 15. Note the difference between the use of “going to” for future plan and the use of “will” for future doubt.

- e.g. I'm going to go to a movie.
I think I'll go swimming.
Maybe I'll go swimming.

Adjective Comparison: The formation of the comparative and superlative forms of the irregular adjectives “good” and “bad” is introduced in Practice 2. The pattern “the best of all” is introduced.

Indefinite Pronouns: The indefinite pronouns “something” and “anything” are introduced in Lesson 4. Affirmative and negative statements as well as affirmative questions are practised.

- e.g. Did you buy anything for me? (affirmative question)
Yes, I bought something for you. (affirmative statement)
No, I didn't buy anything for you. (negative statement)

Gerund: The gerund was previously introduced in the pattern “I like *swimming*”. In this lesson it is practised as the object of a preposition.

- e.g. Do you sell anything for *cleaning* floors?
Do you have anything for *cleaning* ovens?

“Either”: In a negative statement “either” appears in one drill, but is not practised extensively. Contrast “too” and “either”.

- e.g. This one fits too.
This one doesn't fit either.

Two-word Verbs: The separable two-word verbs “call up” and “look up” are practised. Note that “call up” and “call” are used interchangeably to mean “telephone”.

Question Tags: Question tags in the Simple Past Tense are introduced in Practice 6.

Indirect Object Patterns: In Lesson 1 of Unit Five practice was given in the formation of two patterns containing the indirect object. In Lesson 4 further practice is given with these patterns.

- e.g. (i) Verb + Direct Object + “to/for” + Indirect Object
John sold his car to Bob.
John bought a ring for Ann.
- (ii) Verb + Indirect Object + Direct Object
John sold Bob his car.
John bought Ann a ring.

Question-word questions beginning with “who” and “whom” are contrasted. Note the placement of the preposition (“to” or “for”) at the end of the sentence in “whom” questions.

- e.g. Who sold it?
Who(m) did he sell it to?
Who bought it?
Who(m) did he buy it for?

SUGGESTIONS

Teaching Aids: Pictures of brand-name products, pictures of cars, telephone directory, flannel board with word cards.

Students' Workbook: Use the map in Picture 2000 to review directions, prepositional phrases and two-word verbs.

e.g. at/on the corner of, on the right side of, next to, beside
get on, get off, take the bus/subway
turn left, walk south along.

Ask how Peter got to 349 Brewery St. from his house.

e.g. Where does Peter live?
Does Peter live east or west of Maple Street?
Does he live north or south of State Street?
How did he get to 349 Brewery Street?

Adjective Comparison: The superlative form “best” can be practised by asking students to express their personal opinions regarding consumer products, entertainers, etc.

e.g. Who (do you think) is the best actor (on T.V.)?
What (do you think) is the best coffee/tea?
What (do you think) is the best movie this year?
etc.

Indefinite Pronouns: In this lesson “anything” functions as a non-specific word which can lead to a definition. A non-native speaker needs a tool for discovering words which he doesn't know in English. One of the patterns which he can use for this purpose is “Do you have/sell anything for —ing?” At a later stage another pattern can be introduced for this purpose, this one containing the infinitive. For example: “Do you have anything to wash clothes with?”

Game:

I see something (e.g. black).

Student A thinks of an object which he sees in the classroom and says: “I see something (e.g. black)”. The other students must guess which object he is referring to, by asking a series of yes/no questions.

e.g. Is it on the wall?
Does it have —?
Is it for cleaning —?
Do you eat it?

This same guessing game can be used for practising spelling. In this case Student A says: “I see something beginning with the letter (e.g. P)”. Other variations of the game could be introduced with statements such as:

I have something (e.g. red) in my pocket.
I went to the drugstore and bought something beginning with the letter B.

CONVERSATION PRACTICES

1.

Do Steps 1-4. Substitute other items of clothing and adjectives. For example: "shoes — small, large"; "coat — long, short". Have the students make their own choices.

- A. THIS (e.g. dress) IS TOO (e.g. small).**
B. WE HAVE A LARGER ONE. HERE, TRY IT ON.
A. THIS ONE DOESN'T FIT EITHER.
B. SORRY, THAT'S THE LARGEST ONE IN THE STORE.

2.

Do Steps 1 and 2 only. For the first part of this Practice use pictures if possible, or make blackboard drawings.

- | | |
|---|--------------------------------|
| THIS CAR IS GOOD. | IT'S 5 YEARS OLD. |
| THIS CAR IS BETTER. | IT'S ONLY 2 YEARS OLD. |
| WHY IS IT BETTER? | IT'S (3 YEARS) YOUNGER. |
| BUT THIS CAR IS THE BEST OF ÁLL. | |
| WHY IS IT THE BEST? | IT'S NEW. |

Write "good, better than, the best" on the blackboard.

- I HAD A BAD COLD LAST WEEK. I WAS IN BED FOR TWO DAYS.**
JOHN'S COLD WAS WORSE THAN MINE. HE WAS IN BED FOR FIVE DAYS.
MARY'S COLD WAS THE WORST OF ÁLL. SHE WAS IN BED FOR TEN DAYS.

Write "bad, worse than, the worst" on the blackboard.

3.

Do Steps 1-4. Continue with other items for comparison, e.g. newspaper, milk, coffee, soap, supermarket, restaurant, car. Use names of familiar brand-name products and places. For Steps 3 and 4 put a list of items on the blackboard, writing brand names next to each. Cue cards can be used to make the Practice move faster. Later, have the students choose their own items for comparison.

- A. WHAT IS THE BEST (e.g. cheese)?**
B. (e.g. Camembert) IS THE BEST.
A. IS IT BETTER THAN (e.g. Muenster)?
B. WELL, (e.g. Muenster) IS GOOD BUT (e.g. Camembert) IS THE BEST.

UNIT FIVE — LESSON FOUR

4.

Do Steps 1-3. Alternate the patterns in Line 1. Make sure that the students get practice in hearing and saying both patterns. A good way to review the alternate patterns (Direct Object + to/for + Indirect Object or Indirect Object + Direct Object) would be to use a flannel board with separate word cards. Show the students how the word order changes and then ask one of them to change the order of a new sentence on the flannel board.

A. JOHN SOLD/GAVE HIS CAR TO PAUL.

or

**JOHN SOLD/GAVE PAUL HIS CAR.
WHOSE CAR WAS IT?**

B. IT WAS JOHN'S.

A. WHO SOLD IT/GAVE IT AWAY?

B. JOHN DID.

A. WHO(M) DID HE SELL/GIVE IT TO?

B. HE SOLD/GAVE IT TO PAUL.

A. WHO RECEIVED IT?

B. PAUL DID.

A. JOHN BROUGHT/SENT SOME FLOWERS TO MARY.

or

**JOHN BROUGHT/SENT MARY SOME FLOWERS.
WHO BROUGHT/SENT THE FLOWERS?**

B. JOHN DID.

A. WHO(M) DID HE BRING/SEND THEM TO?

B. HE BROUGHT/SENT THEM TO MARY.

A. WHO RECEIVED THEM?

B. MARY DID.

A. JOHN BOUGHT A RING FOR ANNE.

or

**JOHN BOUGHT ANNE A RING.
WHO BOUGHT THE RING?**

B. JOHN DID.

A. WHO(M) DID HE BUY IT FOR?

B. HE BOUGHT IT FOR ANNE.

A. WHO RECEIVED IT?

B. ANNE DID.

5.

Do Steps 1-4. Provide a blackboard list of items to substitute in Line 2. Practise either "whom" or "who" in Line 4, depending on which is more natural for you.

A. I'M GOING TO MOVE TO (e.g. Vancouver) NEXT YEAR.

B. WHAT ARE YOU GOING TO DO WITH YOUR (e.g. house, car, furniture)?

A. I'M GOING TO SELL IT/GIVE IT AWAY.

B. WHO(M) ARE YOU GOING TO SELL/GIVE IT TO?

A. I DON'T KNOW.

UNIT FIVE — LESSON FOUR

6.

Do Steps 1-4. Use students' names or fictitious names in Line 1. Cue B as to whether to answer "yes" or "no". Continue with "give, bring, send" in place of "buy". Point out the use of "anything" with the interrogative and negative and "something" with the affirmative. After the patterns have been practised a few times, add question-tag questions after Line 5.

e.g. B didn't buy anything, did he/she?

B bought something, didn't he/she?

**A. _____'S BIRTHDAY/GRADUATION/WEDDING/ANNIVERSARY
WAS LAST WEEK.**

DID YOU BUY HIM/HER/THEM ANYTHING?

B. NO, I DIDN'T BUY HIM/HER/THEM ANYTHING.

A. WHY NOT?

B. BECAUSE I DIDN'T HAVE ANY MONEY.

or

B. YES, I BOUGHT HIM/HER/THEM SOMETHING.

A. WHAT DID YOU BUY HIM/HER/THEM?

B. I BOUGHT HIM/HER/THEM A/SOME _____.

7.

Do Steps 1-4. For Step 4 have the students substitute other ailments and remedies from a list on the blackboard.

e.g. a cough — cough syrup/candy

a cold —

A. DO YOU SELL ANYTHING FOR A (e.g. headache)?

B. DO YOU MEAN (e.g. aspirin)?

A. YOU SOLD ME SOME (e.g. aspirin) LAST TIME.

I WANT SOMETHING BETTER.

B. BUT I DON'T HAVE ANYTHING BETTER.

IT'S THE BEST THING FOR A (e.g. headache).

8.

Do Steps 1-4. Substitute other gerunds and nouns from a blackboard list.

e.g.

for cleaning ovens

oven cleaner

carpets

carpet shampoo

teeth

tooth paste

windows

window cleaner

cars

car wax

for washing clothes

detergent

dishes

dish soap

hair

shampoo

for polishing furniture

furniture polish

floors

floor polish

floor wax

UNIT FIVE — LESSON FOUR

A. DO YOU SELL/HAVE ANYTHING FOR (e.g. polishing shoes)?

B. DO YOU MEAN (e.g. shoe polish)?

Pronunciation Hint: Note the stress pattern on the compound nouns. The primary stress falls on the first word of the compound. It might be useful to list these compound nouns on the blackboard together with previously learned compound nouns which have the same stress pattern.

e.g. óven cleāner	=	a cleaner for ovens
shóe pōlish	=	a polish for shoes
cōncert tīckets	=	tickets for a concert
bútter dísh		
cóffee cūp		
etc.		

9.

Do Steps 1-4. Substitute other countable and uncountable nouns, items which are bought in different types of stores, e.g. paper, notebooks, ink, pens; milk, tomatoes, bread, potatoes. List these on the blackboard to guide the students in Step 4. Note the use of "some" with the interrogative in Line 3.

A. HOW MUCH (e.g. tobacco) DO YOU WANT?

or

HOW MANY (e.g. cigars) DO YOU WANT?

B. GIVE ME JUST A LITTLE, PLEASE.

JUST A FEW

A LOT

A. DO YOU NEED SOME (e.g. lighter fluid/cigarettes) TOO?

B. NO THANKS, I HAVE SOME.

10.

Do Steps 1-4. Use the names of students in the classroom.

A. WHAT'S C'S PHONE NUMBER?

B. I DON'T KNOW. LOOK IT UP IN THE TELEPHONE BOOK.

A. I DON'T HAVE A PHONE BOOK.

B. THEN CALL UP THE OPERATOR.

11.

Do Steps 1-3 only. For Step 3, A is a student and B is the teacher. Point out that this is a telephone conversation and B is the operator. Cue students with the names of stores and companies which they might find useful. Quote the correct phone number if possible.

A. PLEASE GIVE ME THE PHONE NUMBER OF (e.g. Mr. C/Grant's Dept. Store).

B. JUST A MOMENT, PLEASE. (Pause)

THE NUMBER IS ____.

A. THANK YOU, OPERATOR.

12.

First do Steps 1-3. On the blackboard put a list of real names (with initials) taken from the telephone book. For Step 3, A is the teacher and B is a student. B chooses a name from the blackboard list and A quotes the correct phone number from a list he has prepared. For Step 4, A and B are both students. B chooses a name from the blackboard list and A looks up the phone number in a phone book which is passed around the class.

- A. WHO(M) ARE YOU GOING TO CALL?**
B. I'M GOING TO CALL (e.g. Mr. J. Jones),
BUT I DON'T HAVE HIS PHONE NUMBER.
A. I'LL LOOK IT UP FOR YOU. HOW DO YOU SPELL HIS NAME?
B. (e.g. J-o-n-e-s).
A. (looks up the number) IT'S (e.g. 920-7593).

13.

Do Steps 1-4. Practise the alternative patterns thoroughly. For Step 4, allow the students to choose whichever alternative they want.

- A. I WANT TO SPEAK TO C, PLEASE.**
or
IS C THERE, PLEASE?
B. JUST A MOMENT, PLEASE.
or
SORRY, HE'S OUT.
or
SORRY, YOU HAVE THE WRONG NUMBER.

14.

Do Steps 3 and 4. Develop into a chain. Interrupt the chain with questions directed to the class, e.g. "What is he/she/John going to do tonight? Where is he/she going to go?" If students have difficulty stating their plans, write suggested activities on the blackboard as cues.

- A. I'M GOING TO (e.g. go to a movie) TONIGHT.**
WHAT ARE YOU GOING TO DO?
B. I'M GOING TO (e.g. play tennis).

15.

Do Steps 1-4. Again provide a list of activities on the blackboard, if necessary. Provide practice with both alternatives, "maybe" and "I think".

- A. I'M GOING TO (e.g. go to a movie) TONIGHT.**
WHAT ARE YOU GOING TO DO?
B. I DON'T KNOW. MAYBE I'LL (e.g. go swimming).
A. to C. WHAT IS B GOING TO DO?
C. HE/SHE DOESN'T KNOW. MAYBE HE'LL/SHE'LL (e.g. go swimming).
or
B. I DON'T KNOW. I THINK I'LL (e.g. go swimming).
A. to C. WHAT IS B GOING TO DO?
C. HE/SHE DOESN'T KNOW.
HE/SHE THINKS HE'LL/SHE'LL (e.g. go swimming).

UNIT FIVE — LESSON FOUR

Mix Practices 14 and 15. This will allow students to react realistically, choosing between a definite future plan ("going to") and future doubt ("will").

e.g. B. I'm going to _____.

or

I don't know. I think/Maybe I'll _____.

MANIPULATION DRILLS

1.

Do Step 3 only. A is the teacher and B is the whole class or a series of individual students. This is a multiple substitution drill. Substitute subject pronouns and names, verb phrases and time adverbials.

I	think	I'll	go to university/work	next year.
John/He	thinks	he'll	move to Ottawa	next fall.
Mary/She	thinks	she'll	take a vacation	next month.
We	think	we'll	go skiing	on Saturday.
They	think	they'll	visit their parents	after lunch.

A. I THINK I'LL GO TO UNIVERSITY NEXT YEAR. HE
B. HE THINKS HE'LL GO TO UNIVERSITY NEXT YEAR.
A. MOVE TO OTTAWA
B. HE THINKS HE'LL MOVE TO OTTAWA NEXT YEAR.
A. NEXT MONTH/WE/TAKE A VACATION, etc.

2.

Do Step 3 only. A is the teacher and B is a series of individual students. Students are required to convert a sentence of the D.O. + to/for + I.O. pattern into a sentence of the I.O. + D.O. pattern.

- | | |
|--|---|
| A. WE'RE GOING TO SELL OUR CAR TO OUR NEIGHBOURS. | B. WE'RE GOING TO SELL OUR NEIGHBOURS OUR CAR. |
| A. THEY'LL GIVE SOMETHING TO JOHN FOR HIS BIRTHDAY. | B. THEY'LL GIVE JOHN SOMETHING FOR HIS BIRTHDAY. |
| A. DID YOU SEND THE PACKAGE TO PATRICK? | B. DID YOU SEND PATRICK THE PACKAGE? |
| A. IS HE GOING TO BRING THE DESSERT TO ME? | B. IS HE GOING TO BRING ME THE DESSERT? |
| A. WILL MARTIN BUY ANYTHING FOR MARY? | B. WILL MARTIN BUY MARY ANYTHING? |
| A. I PAID THE MONEY TO THE CASHIER. | B. I PAID THE CASHIER THE MONEY. |
| A. HAND THE BOOK TO ME. | B. HAND ME THE BOOK. |
| A. THEY'RE SELLING THEIR HOUSE TO THE CONSTRUCTION COMPANY. | B. THEY'RE SELLING THE CONSTRUCTION COMPANY THEIR HOUSE. |

UNIT FIVE — LESSON FOUR

3.

Do Step 3 only. This is a multiple substitution verb. Substitute subject and object pronouns, verbs and gerund phrases.

I	gave	him	something	for	waxing	cars.
He	sold	me		for	polishing	furniture.
They	brought	us		for	cleaning	windows.
We	bought	them		for	cleaning	carpets.
She	sent	me		for	polishing	floors.
You	gave	her		for	washing	dishes.
I	didn't sell	him	anything	for	washing	clothes.
Did you	bring	us	anything	for	cleaning	ovens?

- A. I GAVE HIM SOMETHING FOR WAXING CARS. THEY**
B. THEY GAVE HIM SOMETHING FOR WAXING CARS.
A. HER
B. THEY GAVE HER SOMETHING FOR WAXING CARS.
A. SOLD
B. THEY SOLD HER SOMETHING FOR WAXING CARS.
A. FOR POLISHING FURNITURE
B. THEY SOLD HER SOMETHING FOR POLISHING FURNITURE.
A. WE/THEM/BROUGHT/FOR WASHING CLOTHES, etc.

4.

Do Step 3 only. This is a question formation drill. A is the teacher and B is a series of individual students.

- A. HELEN BOUGHT A SCARF FOR MICHAEL. WHO**
B. WHO BOUGHT A SCARF FOR MICHAEL?
A. WHAT
B. WHAT DID HELEN BUY FOR MICHAEL?
A. WHOM
B. WHOM DID HELEN BUY A SCARF FOR?
A. ALLAN GAVE/SENT/BROUGHT KAY THE MONEY. WHO
B. WHO GAVE KAY THE MONEY?
A. WHAT
B. WHAT DID ALLAN GIVE KAY?
A. WHOM
B. WHOM DID ALLAN GIVE THE MONEY TO?

Unit Five — LESSON FIVE

CONTENT

PATTERNS	VOCABULARY	
<p>There's something in this box. Is there anything in this box? No, there isn't anything in that box. No, there's nothing in that box.</p> <p>I've got a pen in my hand. Have you got a pen in your hand too? This coat is too big. Have you got anything smaller? No, I haven't got anything smaller.</p> <p>It's more expensive than the first dress. It's the most expensive dress (of all). Ann is more intelligent. She's the most intelligent girl I know.</p> <p>What's John's coat like? It's got two pockets. It's a green wool coat with long sleeves and two pockets.</p> <p>She's going to be 25 years old next year. She'll be 25 years old next year. How old is she going to be next year? How old will she be next year? There's going to be a concert. Bob is going to study French, but Anne isn't. Bob will be there, but Anne won't. She wanted a pullover instead.</p>	NOUNS	EXPRESSION
	<p>cardigan pullover button chimney symphony concert orchestra box office</p> <p>Materials: leather plastic wool orlon gold</p>	okay
		ADJECTIVES
		<p>expensive cheap attractive important intelligent practical comfortable rich smart interesting boring nice helpful heavy European American</p>
	PRONOUNS	
	<p>nothing no one someone somebody anyone anybody</p>	
	VERBS	
	<p>have got pick (someone) up play (music) return</p>	

STRUCTURE NOTES

Indefinite Pronouns: In Lesson 4 “something” and “anything” were introduced. In Lesson 5 a few more indefinite pronouns are introduced. These are: “nothing, someone, anyone, no one” and the alternative forms “somebody, anybody, nobody”. Stress the fact that indefinite pronouns beginning with “some—” and “no—” are used in affirmative statements, while indefinite pronouns beginning with “any—” are used in negative statements and questions. It is also acceptable to use “some—” and “no—” indefinite pronouns in affirmative questions.

e.g. Is there someone at the door?
Is there no one at the door?

However, it is advisable to adhere to the traditional rule of “some—” with affirmative statements only at first.

There is someone at the door. (There is no one at the door.)	Affirmative	Statement
There isn't anyone at the door.	Negative	
Is there anyone at the door? (Is there no one at the door?)	Affirmative	Question
Isn't there anyone at the door?	Negative	

Point out that an affirmative verb + “no one” produces the same meaning as a negative verb + “anyone”.

e.g. There's no one at the door. = There isn't anyone at the door.
I saw no one there. = I didn't see anyone there.

In this lesson negative questions are not practised.

Adjective Comparison: Up to this point, adjective comparison has been limited to regular one- or two-syllable adjectives which take the “-er”, “-est” suffixes, and the two irregular adjectives “good” and “bad”. In Lesson 5 a number of adjectives are introduced which have more than two syllables and use “more” and “most” for their comparative and superlative forms. “Less” and “least” are reserved for a later Unit.

Future: The use of “will” to express future fact is introduced in this lesson, e.g. “In five minutes it will be 3 p.m.” “Going to” is practised here also as being interchangeable with “will” to express future fact. As you will notice in the Students' Workbook, formal written announcements about future events are expressed with “will”. However, in talking informally about future events the student is taught to use “going to” and “will” interchangeably except in his opening statement. The negative form “won't” is practised for the first time in Manipulation Drill 1.

“Have Got”: In Lesson 5 “have got” is introduced as an alternative to “have” to indicate possession. Students may have difficulty using both interchangeably at first. The following chart compares the patterns of “have” and “have got”. It also appears in Lesson 6 of the Students' Workbook. Point out that the auxiliary “have” or “has” is usually contracted in speech.

e.g. I've got a house. He's got a house.

UNIT FIVE — LESSON FIVE

Verbs: **Have — Have Got — Habitual Tense**

	Auxiliary	Verb		
I	have	have	a house.	Affirmative Statement
I		got	a house.	
You	have	have	a house.	
You		got	a house.	
He/She	has	has	a house.	
He/She		got	a house.	
	Negative Auxiliary	Verb		
I	don't	have	a house.	Negative Statement
I	haven't	got	a house.	
You	don't	have	a house.	
You	haven't	got	a house.	
He/She	doesn't	have	a house.	
He/She	hasn't	got	a house.	
Auxiliary		Verb		
Do	I	have	a house?	Yes/No Question
Have	I	got	a house?	
Do	you	have	a house?	
Have	you	got	a house?	
Does	he/she	have	a house?	
Has	he/she	got	a house?	

“What kind of —”: Practices 16 and 17 contrast the use of “what kind of” and “which”. The students are already familiar with the use of “which” in sentences such as “Which one do you want, the red one or the green one?”, referring to a choice between two items. In Practice 16 they are introduced to the use of “what kind of” in referring to a broader choice or a general description of an item.

- e.g. What kind of (a) table do you want, a round one or a square one?
 What kind of boots do you want, plastic ones or leather ones?
 What kind of sugar do you want, white or brown?

Point out that questions with “which” refer to a choice between definite or known items and usually occur with the definite article “the”, whereas “what kind of” questions usually occur with the indefinite article “a” or no article at all.

- e.g. Which shirt do you want, the long-sleeved one or the short-sleeved one?
 (There are only two shirts to choose from.)
 What kind of a shirt do you want, a long-sleeved one or a short-sleeved one?
 (There are a lot of shirts of each type.)

Adjective Order: In Lesson 1 of Unit Five practice was given in the order of certain adjectives in prenominal position. Only adjectives of size, shape and colour were dealt with. In Lesson 5 other types of adjectives are introduced. Note the order in which they occur.

Shape	Colour	Material	Noun
long-sleeved short-sleeved	blue pink	wool orlon	pullover cardigan

SUGGESTIONS

Teaching Aids: A box, a bottle, a store catalogue with prices marked; pictures of items and people for description and comparison.

Students' Workbook: Picture 5200 is a facsimile of a poster or newspaper announcement. Use it in conjunction with the accompanying conversation. Carry out the same steps as for a Conversation Practice.

"What's it like?": Before introducing this pattern (Practice 12) review weather questions, such as "What's it like outside?" and "What's the climate like in your country?" (Unit Four). One of the main purposes of this lesson is to give the students an opportunity to use adjectives to describe simple things around them. This can help them express themselves in social situations or when they are buying articles and wish to describe what they want.

Game:**Grab bag**

Prepare a bag containing a number of small items. Everyone takes one item out without looking to see what it is. Humorous items can make this game more fun. Ask the students, then have the students ask one another:

- A. What have you got, B?
- B. I've got a (e.g. balloon).

Pieces of paper with messages could also be put in the bag. Sample messages:

- Try again.
- Sorry, nothing for you.
- Stand on one leg.
- Put your book on your head.
- Ask B a question.
- Find your object behind the wastebasket.
- What time was it an hour ago?
- etc.

If a student gets a message rather than an object, he must read it aloud and carry out any command written on the paper.

CONVERSATION PRACTICES

1.

Do Steps 1 and 2 only. Put something (e.g. a marble) into a covered box. Shake it several times to show the students that there is something inside. Then put something into a bottle, into your pocket/purse, under a book, behind a wastebasket, etc., to illustrate the following pattern:

**THERE'S SOMETHING IN THIS BOX/BOTTLE.
IN MY POCKET/PURSE.
UNDER THIS BOOK.
BEHIND THE WASTEBASKET.**

Show the class an empty box, bottle, pocket, purse, etc., saying:

**THERE'S NOTHING IN THIS BOX/BOTTLE.
IN MY POCKET/PURSE.
UNDER THIS BOOK.
etc.**

UNIT FIVE — LESSON FIVE

2.

Do Steps 3 and 4. Use a box (or bottle), as in Practice 1, first with something in it and then empty. For greater variety, use pictures. Point out that an alternate form for "There's nothing" is "There isn't anything". Emphasize the fact that "nothing" is used with an affirmative verb only.

- A. IS THERE ANYTHING IN THIS BOX?
- B. YES, THERE'S SOMETHING IN THAT BOX.
- A. IS THERE ANYTHING IN THIS BOX (NOW)?
- B. NO, THERE'S NOTHING IN THAT BOX (NOW).

3.

Do Steps 1-4. Have students take various positions, e.g. sitting on a chair, behind a table, under a table, at the door, at the window, in the corner, etc. Use pictures for variety.

- A. IS THERE ANYONE ON THIS CHAIR?
BEHIND THE TABLE?
UNDER THE TABLE?
AT THE DOOR/WINDOW?
IN THE CORNER?
etc.
- B. YES, THERE'S SOMEONE (e.g. on that chair).

4.

Do Steps 1-4. Point to an unoccupied chair, etc. Use pictures for variety. Mention the alternate form, "No, there isn't anyone ———". Explain that "anybody, somebody, nobody" are alternate forms of "anyone, someone, no one". Emphasize that "no one" is used with an affirmative verb only.

- A. IS THERE ANYONE ON THIS CHAIR?
BEHIND THIS TABLE?
UNDER THE TABLE?
AT THE DOOR/WINDOW?
IN THE CORNER?
etc.
- B. NO, THERE'S NO ONE (e.g. on that chair).

Combine Practices 3 and 4, using two chairs — one unoccupied and the other occupied. Say:

- "Is there anyone on this chair?"
- "Is there anyone on that chair?"

5.

Do Steps 1-4. Allow students to use either "call" or "call up". For Step 4, have students use a fictitious name in Line 1.

- A. DID YOU CALL C (UP)?
- B. YES, BUT THERE WAS NO ONE AT HOME.
- A. CALL AGAIN. MAYBE THERE'S SOMEONE AT HOME NOW.

UNIT FIVE — LESSON FIVE

6.

Do Steps 1 and 2 only. Draw three dresses (or other articles of clothing) (1st, 2nd, and 3rd) on the blackboard and put the price beside each. Pictures from magazines, newspapers or store catalogues could be used.

THIS DRESS COSTS \$45.00.

IT'S AN EXPENSIVE DRESS.

THIS DRESS COSTS \$59.00.

IT'S MORE EXPENSIVE THAN THE FIRST ONE.

THIS DRESS COSTS \$75.00.

IT'S THE MOST EXPENSIVE OF ALL.

7.

Do Steps 3 and 4. Refer to the dresses drawn on the blackboard for Practice 6. Using pictures, continue with other nouns and adjectives.

e.g. Is the first girl beautiful?

Is the first chair comfortable/modern/attractive?

A. IS THE FIRST DRESS EXPENSIVE?

B. YES, IT IS.

A. IS THE FIRST DRESS MORE EXPENSIVE THAN THE SECOND ONE?

B. NO, IT ISN'T MORE EXPENSIVE.

A. WHICH DRESS IS THE MOST EXPENSIVE?

B. THE THIRD DRESS IS THE MOST EXPENSIVE.

8.

Do Steps 1-4. Continue with other nouns in place of "pen" and other adverbial phrases in place of "in my hand".

e.g. I've got something in my hand.

I've got a briefcase under my desk.

I've got a radio in my kitchen.

Then ask questions in the 3rd person, directed to the class, e.g. "Has A/B got a pen/anything in his hand?" Explain the use of "have got" as an alternative to "have", using the chart outlined in the Structure Notes if necessary.

A. I'VE GOT (e.g. a pen in my hand).

HAVE YOU GOT (e.g. a pen in your hand) TOO?

B. YES, I DO/NO, I DON'T.

9.

Do Steps 1-4. Continue with other nouns and adjectives.

e.g. This dress isn't very long.

This car isn't very fast.

This apartment isn't very large.

This cake isn't very good.

This book isn't very interesting.

UNIT FIVE — LESSON FIVE

For Step 4, cue the students with a list of nouns and adjectives on the blackboard. Point out that an alternative to "No, I haven't got anything heavier" is "No, I've got nothing heavier". The pattern containing "nothing" is less common, however. Then carry out Practice 9 with "is + too" in place of "isn't + very", using pairs of opposite adjectives.

*e.g. This coat is too long. Have you got anything shorter?
This apartment is too small. Have you got anything bigger?
This book is too boring. Have you got anything more interesting?
This dress is too expensive. Have you got anything cheaper?*

- A. THIS PAPER ISN'T VERY HEAVY.
HAVE YOU GOT ANYTHING HEAVIER?**
B. YES, I'VE GOT SOMETHING HEAVIER.
or
NO, I HAVEN'T GOT ANYTHING HEAVIER.

10.

Do Steps 1-4. Then substitute other nouns and adjectives.

e.g. This girl is very short. Do you know anyone shorter?
man thin
child fat
teacher smart
His aunt rich

- A. THIS MAN IS VERY TALL.
DO YOU KNOW ANYONE TALLER?**
B. YES, I KNOW SOMEONE TALLER.
or
NO, I DON'T KNOW ANYONE TALLER.

11.

Do Steps 3 and 4. Then substitute other nouns and adjectives.

*e.g. A. I gave you a chair yesterday. Why didn't you take it?
B. Because it wasn't very attractive/was too big.*
some shoes — comfortable, small
a pen — good, heavy
etc.

For Step 4, interrupt with "Why didn't he/she take it?", getting the students to answer with complete sentences.

- e.g. "He didn't take it because it wasn't very comfortable".*
**A. I GAVE YOU A BOOK YESTERDAY.
WHY DIDN'T YOU TAKE IT?**
B. BECAUSE IT WASN'T VERY INTERESTING/WAS TOO BORING.
A. WELL, I HAVEN'T GOT ANYTHING MORE INTERESTING.

12.

Do Steps 1-4. Try this Practice with articles of clothing first. Ask the students to describe one another's clothing. Provide pictures of simple objects to describe. Always get the students to enumerate details with the patterns: "It is (colour). It's got (noun)". Then have them combine these details into one sentence.

A. WHAT'S (e.g. John's coat) LIKE?

B. IT'S GREEN.

IT'S GOT THREE BUTTONS.

IT'S GOT TWO BIG POCKETS.

IT'S WOOL.

IT'S (A) GRĒN WŌL (CŌAT) WITH THRĒE BÚTTONS AND TWŌ BĪG PŌCKET(S).

Pronunciation Hint: Note that the primary stress in this sentence falls on the nouns. The adjectives before the nouns have secondary stress.

13.

Do Steps 1-4. Continue with other nouns in place of "car" and other adjectives in place of "black, big, nice", etc. List the substitutions on the blackboard so that the students can select their own for Step 4.

e.g. house — brick, two floors, big, on the street

suit — brown, double-breasted, 3 buttons, nice, in the store

pen — blue, cartridges, good, in the store

A. I BOUGHT A NEW (e.g. car) YESTERDAY.

B. WHAT'S IT LIKE?

A. IT'S (e.g. black) AND IT'S GOT (e.g. four doors).

B. IS IT AS (e.g. big/nice) AS MY (e.g. car)?

A. IT'S (e.g. bigger/nicer).

B. WAS IT EXPENSIVE?

A. YES, IT WAS THE MOST EXPENSIVE (e.g. in the store).

14.

Do Steps 1-4. Use names of students in the class. Point out that this is a telephone conversation. Substitute other activities in place of "watch T.V."

e.g. study English

visit some friends

stay home

do homework

A. HI B. THIS IS A.

B. HI.

A. WHAT ARE YOU GOING TO DO TONIGHT?

B. I DON'T KNOW. MAYBE I'LL (e.g. watch T.V.).

A. THERE'S GOING TO BE A PARTY TONIGHT AT (e.g. John's) HOUSE. DO YOU WANT TO GO?

B. IS (e.g. Bob) GOING TO BE THERE?

A. NO, HE/SHE WON'T, BUT (e.g. Paul) WILL.

B. OKAY. I'LL GO.

A. I'LL PICK YOU UP AFTER DINNER.

UNIT FIVE — LESSON FIVE

15.

Do Step 3 only. A is the teacher and B is a series of students. Make a statement about some coming event and then cue the students with question words so that they will be able to ask information questions about this event. Although the first statement uses "going to", the questions following can use either "going to" or "will". Allow the students to use whichever they want. As you answer each question, write the new information on the blackboard. Then get one student to describe the whole event. Continue with other events instead of "a concert", e.g. "a party, a hockey game, a dance", etc.

A. THERE'S GOING TO BE A CONCERT. WHERE

B. WHERE IS IT GOING TO/WILL IT BE?

A. WHAT TIME START

B. WHAT TIME IS IT GOING TO/WILL IT START?

A. HOW LONG LAST

B. HOW LONG IS IT GOING TO/WILL IT LAST?

A. HOW MUCH COST

B. HOW MUCH IS IT GOING TO/WILL IT COST?

16.

Do Steps 1-4. Continue with other nouns and adjectives. For Steps 3 and 4 list these on the blackboard as a guide.

e.g. car — sedan, stationwagon; hard-top, convertible; European, American

table — round, square, long; large, small

bed — single, twin, double

house — one-storey, two-storey; brick, wood

sweater — cardigan, pullover; long-sleeved, short-sleeved

shoes — high-heeled, low-heeled

boots — leather, plastic; high, low

gasoline — regular, super

sugar — white, brown

milk — skim, regular, buttermilk

floor wax — liquid, paste

Wherever it is appropriate, practise alternatives to Line 1.

e.g. Have you got any tables, boots, milk?

Give me a sweater, some boots, some gasoline.

A. I WANT TO BUY A CAR.

SOME BOOTS.

SOME MILK.

B. WHAT KIND OF (A) CAR DO YOU WANT, A (e.g. European) ONE OR AN (e.g. American) ONE?

BOOTS DO YOU WANT, (e.g. leather) ONES OR (e.g. plastic) ONES?

MILK DO YOU WANT, (e.g. skim, regular or buttermilk)?

A. I WANT A _____ ONE.

_____ ONES.

17.

Do Steps 1-4. Continue with other nouns and adjectives, e.g. "sweater, boots". Make sure that the choice is always between two. Lines 1 and 2 may be replaced by "Have you got any —s?" and "I only have two (left)", in which case the conversation is appropriate for a store situation.

- A. I'M COLD. I NEED A SCARF/SOME GLOVES.
DO YOU HAVE ONE/ANY?
B. I HAVE TWO/TWO PAIRS.
WHICH ONE(S) DO YOU WANT, THE (e.g. wool) ONE(S)
OR THE (e.g. leather, silk) ONE(S)?
A. GIVE ME THE — ONE(S), PLEASE.

MANIPULATION DRILLS

1.

Do Step 3 only. A is the teacher and B is the whole class or a series of students. The students are required to repeat the teacher's sentence and add a negative form. First do the "will — won't" and "is going to — isn't" separately. Then alternate them.

- A. BOB WILL BE THERE, BUT ANNE WON'T.
B. BOB WILL BE THERE, BUT ANNE WON'T.
A. BOB WILL EAT SOMETHING, BUT ANNE —.
B. BOB WILL EAT SOMETHING, BUT ANNE WON'T.
A. BOB WILL BUY SOMETHING, BUT ANNE —.
BOB WILL STUDY FRENCH, BUT ANNE —.
etc.
A. BOB'S GOING TO STUDY FRENCH, BUT ANNE ISN'T.
B. BOB'S GOING TO STUDY FRENCH, BUT ANNE ISN'T.
A. BOB'S GOING TO SEE THE DOCTOR, BUT ANNE —.
BOB'S GOING TO PLAY TENNIS, BUT ANNE —.
BOB'S GOING TO TAKE A VACATION, BUT —.
BOB'S GOING TO HAVE LUNCH WITH ME, BUT —.
etc.

2.

Do Step 3 only. The students are required to add a sentence using the comparative form of the adjective.

- A. BOB IS INTELLIGENT, ISN'T HE? YES, BUT ANNE'S MORE INTELLIGENT.
B. YES, BUT ANNE'S MORE INTELLIGENT.
A. ANNE IS BEAUTIFUL, ISN'T SHE? EVA
B. YES, BUT EVA IS MORE BEAUTIFUL.
A. JOHN IS INTERESTING, ISN'T HE? PETER
MARY IS IMPORTANT, ISN'T HE? FRED
TED IS HELPFUL, ISN'T HE? ANDREW
etc.

3.

Do Step 3 only. The students are required to answer the question using the superlative form of the adjective.

- A. IS BOB AN INTELLIGENT MAN? HE'S THE MOST INTELLIGENT MAN I KNOW.
- B. HE'S THE MOST INTELLIGENT MAN I KNOW.
- A. IS ANNE A BEAUTIFUL GIRL? THE MOST BEAUTIFUL
- IS JOHN A BAD DRIVER? THE WORST DRIVER
- IS MARY AN INTERESTING TEACHER? THE MOST INTERESTING
- IS TED A GOOD STUDENT? THE BEST STUDENT
- etc.

4.

Do Step 3 only. A is the teacher and B is the whole class or a series of students. A asks a question and then gives the cue word. B answers the question, using the cue word in his answer.

- A. DID HE WANT ANYTHING? ANYTHING
- B. NO, HE DIDN'T WANT ANYTHING.
- A. DID YOU TALK TO ANYONE? SOMEONE
- B. YES, I TALKED TO SOMEONE.
- A. IS SHE BUYING ANYTHING? SOMETHING
- B. YES, SHE'S BUYING SOMETHING.
- A. DID THEY MEET ANYONE? NO ONE
- B. NO, THEY MET NO ONE.
- A. DID HE ANSWER ANYTHING? ANYTHING
- B. NO, HE DIDN'T ANSWER ANYTHING.
- A. DID YOU SEE ANYTHING? NOTHING
- B. NO, I SAW NOTHING.
- A. DID SHE GIVE HIM ANYTHING? SOMETHING
- B. YES, SHE GAVE HIM SOMETHING.
- A. DID HE MEET ANYONE? ANYONE
- B. NO, HE DIDN'T MEET ANYONE.
- A. DID THEY SEE ANYONE? NO ONE
- B. NO, THEY SAW NO ONE.
- A. DID SHE SELL ANYTHING? SOMETHING
- B. YES, SHE SOLD SOMETHING.
- A. WAS ANYONE THERE? NO ONE
- B. NO, NO ONE WAS THERE.

NOTES

Unit Five — LESSON SIX

CONTENT

	VOCABULARY	
	NOUNS	EXPRESSION
	skindiver waterskier beach picnic (lunch) rowboat sailboat motorboat pop hot dogs fishing rod bathing suit blanket travel agent nylon	round trip
	VERBS	
	arrive (in) show	

STRUCTURE NOTES

Compound Nouns: A few new nouns are introduced in this lesson. Some of these are compound nouns. Note the stress on the following:

skindiver
rowboat
fishing rod
travel agent

SUGGESTIONS

This lesson is based entirely on the material in the Students' Workbook. You may want to refer the students back to pictures from previous units in reviewing structures learned in Unit Five.

PART I

Part I of the Students' Workbook contains five exercises. These are intended as a written reinforcement of certain structures learned in Unit Five. These may be practised orally first.

PART II

Part II of the Students' Workbook contains four pictures, each one accompanied by questions or an exercise. Picture 1 requires the students to describe something. Encourage them to observe as many simple sentences as possible, and then have them write simple sentences. Only then have them combine these into one long descriptive sentence. For further practice in description, have students describe classroom items, their own homes and one another's clothing.

Pictures 2, 3 and 4 are designed mainly for reviewing the future forms "going to" and "will". For Picture 2, have the students answer the questions orally first. For Picture 3, have the students read the dialogue aloud, filling in the blanks orally first. Then practise it as you would a Conversation Practice, Steps 1-4, before allowing the students to fill in the tenses in writing. The conversation following Picture 4 should also be practised orally first, although it may be too long for going through Steps 1-4.

PART III

All of the exercises in Part III are related to Picture 5, Exercises 2, 4, 5, 6 and 7. Use Unit Five structures to develop an important new skill: the combination of simple sentences into more complex ones. Each exercise contains a number of sentences which provide information. The students are asked one or two questions and must then incorporate all of the information into one or two sentences. This practises several skills:

- selection of the most important verb
- understanding of correct word order
- ability to use prenominal modifiers — i.e. He's a boy. He's good.
= He's a good boy.

Exercise 8 is a review of the prepositions of position. Exercise 9 is a story made up of three paragraphs. The students are to put in the correct tenses of the verbs indicated — either Habitual Tense, Simple Past Tense, or Future "will/going to". Oral reading and comprehension questions should precede the students writing in the answers.

PART IV

Part IV of the Students' Workbook is not intended for classroom work. These Structure Notes are included as a reminder to the students of certain difficult grammatical constructions. Some students find such written reminders useful for review.

Unit Six – LESSON ONE

CONTENT

PATTERNS	VOCABULARY	
<p>Ask/Tell him to go out. Who told him to go in? John asked me to come in. Because my doctor told me not to.</p> <p>Can you speak Spanish? Of course I can/No, I can't. I can too/I can't either. I can/can't touch the ceiling. Can you? I can lift a chair but I can't lift a couch. Bill can lift 200 pounds, can't he? Fred can't lift 200 pounds, can he? You can't sew without a needle. You can't park/turn left here.</p> <p>Why not? Because I'm not strong enough. Because the sign says "No Parking".</p> <p>What do I ask for? You ask for a tube of toothpaste. How many loaves of bread are there in Picture 4? Where (else) can you get it? You can get it at a supermarket. I've got one just like it.</p> <p>I don't feel well, Doctor. Now I'm really angry. Well, come out today and stay home tomorrow instead.</p>	NOUNS	EXPRESSION
	<p>Types of Stores: hardware store appliance store record shop used car lot</p> <p>Units of Quantity + Nouns: a tube of toothpaste a package of envelopes a jar of mustard a can of soup a loaf of bread a pad of paper a bottle of milk a bunch of flowers a pound of coffee a pair of socks a bag of flour a bar of soap a roll of tape a box of detergent</p> <p>ceiling noise razor pound dishwasher T.V. set washing machine speed limit celery carrots hammer headache pills light bulb record</p>	on a diet
		VERBS
		<p>go in/out come in/out ask for wait for sew shave unlock lift turn park get (obtain) hear smell</p>
		ADVERBIALS
		<p>at the door at a supermarket right left</p>
		PREPOSITIONS
		<p>without like</p>

UNIT SIX — LESSON ONE

STRUCTURE NOTES

Indirect Commands: Indirect commands are practised with the verbs “ask” and “tell” in Practices 1-3 and 10. Both affirmative and negative indirect commands are introduced. The pattern with the verb “tell” followed by an indirect object was previously introduced in Unit Four, Lesson 3, Practice 5 (“A told me to”).

Subject	Verb	Indirect Object	Negative	Infinitive	Object
	Ask	him/her/John		to come in.	
	Tell	them/the boys		to go out.	
The doctor	told	me	not	to eat	candy.

“Can — Can’t”: The verb “can” and its negative form “can’t” are introduced here for the first time. This is the first modal verb introduced in this course of study. Emphasize the fact that “can/can’t” is followed by the base form of the verb. This verb is practised in all persons in the following patterns:

Verb: Can + Base Form

	I You	can can't	spea park	French. here.	Affirmative Statement Negative Statement
	Can Can	you I	lift have	200 pounds? a bottle of milk?	Yes/No Question
Why	can't	you	turn	left here?	Question-word Question

Point out that the formation of questions with “can” + base form follows the same pattern as the formation of questions with the verb “be”, i.e. the subject and verb simply switch places.

e.g. He is strong.
~~He~~ Is he strong?

He can lift 200 pounds.
~~He~~ Can he lift 200 pounds?

Two uses of “can/can’t” are introduced in Lesson 1 — ability and permission. The meaning of ability is practised in Practices 4-8 and permission is practised in Practices 9-10.

Ability

e.g. I can't touch the ceiling. I'm not tall enough.

Permission

You can't park here. The sign says “No Parking”.
Can you turn left here?

Adjective + “Enough”: In previous lessons “enough” was practised before nouns, e.g. “I don't have enough money”. In this lesson it is practised in a new pattern, after adjectives (see Practices 4 and 7).

e.g. I'm not strong enough.
He's not tall enough.

“Too” and “Either”: In Practice 6 “too” and “either” are contrasted. Note that “too” is used after an affirmative verb, whereas “either” is used after a negative verb.

e.g. I can touch the floor too.
I can't touch the ceiling either.

UNIT SIX — LESSON ONE

“Get”: The verb “get” has many meanings or uses. Up to this point, two of these uses have been introduced. The students have practised “get” in the Habitual Tense to mean “arrive at a destination”, as in “How do you get to school? I get to school by bus”. They have also used a form of “get” in the Habitual Tense verb “have got”, meaning “have”, e.g. “I’ve got a house. It’s got 2 bedrooms”. Besides these two specific uses, the students have also practised “get” in such 2-word verb combinations as “get on” and “get off”. In this lesson, an additional use of “get” is introduced. In Practices 11-14 “get” and its Past Tense form “got” are used to mean “obtain” or “buy”. Students are bound to confuse the various uses and forms of “get”. A chart such as the following might help them.

How do you I How did John He	get get get got	to school? to school by bus. to school yesterday? to school by taxi.	Habitual Tense Simple Past Tense	“Get” meaning “arrive at”
Where do you I Where can you You can Where did you I	get get get get got	your gasoline? it at Joe’s Garage. soap? it/some at a supermarket. your car? it at Mac’s Used Car Lot.	Habitual Tense “Can” + base form Simple Past Tense	“Get” meaning “obtain” or “buy”
What have you I’ve I haven’t	got? got got	 some candy. anything.	 Habitual Tense	“Have Got” meaning “have”

Unit Expressions: Unit of quantity expressions are introduced in Practice 11 and practised further in 12 and 13. These expressions are very common in English. They transform uncountable nouns or plural countable nouns into the singular. Any uncountable noun can be transformed into a countable one by placing before it a unit of quantity expression in the pattern “a — of —”.

e.g. a cup of coffee, a jar of jam, a pad of paper, a bottle of ink

Plural countable nouns can also be preceded by such unit expressions, e.g. “a pair of stockings, a basket of apples, a jar of pickles”. It is important for the students to learn which unit expressions to use with certain nouns. These unit expressions are usually names of containers and can therefore be easily explained through pictures.

e.g. a tube of toothpaste/shampoo/hand cream
a jar of jam/cream
a box of nails/detergent
a tin of tobacco
a can of soup/green beans/(car) oil
a bag of apples/flour
a bunch of flowers/people
a package of envelopes/cigarettes
a piece of paper/chocolate

UNIT SIX — LESSON ONE

Weights and Measurements: A few expressions in this category are introduced in Lesson 1, e.g. “200 pounds, a pound of coffee, 20 miles per hour”. More extensive practice with weights and measurements is given in Lesson 2.

Question Tags: Question tags with the modal “can” are introduced.

e.g. He can't pick it up, can he?
You can park here on Sundays, can't you?

Note that question tags after “can” + base form repeat the modal “can”, just as question tags after the verb “be” and after the Present Continuous Tense (“be” + -ing) repeat the “be”.

e.g. He *can* lift it, *can't* he?
He *is* here, *isn't* he?
He *is* working, *isn't* he?

This is in contrast to question tags after the Habitual or Simple Past Tense forms of verbs, where “do” and “did” replace the verb in the question tag.

e.g. He *works* hard, *doesn't* he?
He *worked* hard, *didn't* he?

SUGGESTIONS

Teaching Aids: Pictures showing items in containers (e.g. a tube of toothpaste, a bag of flour, a box of detergent, a bar of soap, a bottle of milk, a jar of jam, a can of soup, etc.), a store catalogue.

Students' Workbook Dialogues: The dialogues accompanying Pictures 1, 2 and 3 in the Students' Workbook can be used for practice in reading aloud. Assign roles to students and have them read their parts aloud. If a dialogue is short, you may want to approach it as a Conversation Practice, getting the students to act it out without reading it.

Unit Expressions: To provide students further practice with unit expressions, refer them back to pictures from previous lessons. Ask questions such as: “How many pieces of bread/glasses of water do you see in the picture?”

Game:

Where did I get it?

Have one student make a statement about an item which he bought in the past, e.g. “I bought a tie/a car/a record/a tape recorder yesterday”. Then have him ask the class “Where did I get it?” The students take turns trying to guess first the type of store he got the item at and then the name of the store. Have the students ask yes/no questions containing the verb “get”.

e.g. Did you get it at a department store?
Did you get it at a record shop?
Did you get it on — St.?
Did you get it at (e.g. “The Disc”)?

UNIT SIX — LESSON ONE

CONVERSATION PRACTICES

1.

Have three students (B, C, D) act out this Practice. B stands inside the room, D stands just outside the door, and C moves between the two according to the commands given. Do Step 3 with a few groups of students, A being the teacher. Then do Step 4, getting another student to take the part of A. Interrupt the Practice occasionally to ask questions such as: "Who asked C to come/go in/out? Who went out/came in?" Continue the same Practice with the verb "tell" in place of "ask".

- A. B, ASK C TO GO OUT.
- B. C, GO OUT, PLEASE.
- A. B, ASK C TO COME IN.
- B. C, COME IN, PLEASE.
- A. D, ASK C TO COME OUT.
- D. C, COME OUT, PLEASE.
- A. D, ASK C TO GO IN.
- D. C, GO IN, PLEASE.

2.

Do Steps 1-4. You may want to make the Practice more realistic by getting students (C and D) to actually make some kind of noise. Explain and demonstrate the meaning of "making noise", e.g. talking, flipping pages of a book, clapping, laughing.

- A. WHO'S MAKING THAT NOISE?
- B. C IS.
- or
- C AND D ARE.
- A. WELL, TELL HIM/THEM TO GO OUT.
- B. GO OUT, C (AND D).

3.

Do Steps 1-4. Get one student (D) to stand outside the door and knock.

- A. THERE'S SOMEONE AT THE DOOR.
- B. THAT'S ALL RIGHT. I'LL OPEN IT.
- A. WHO IS IT, B?
- B. IT'S D.
- A. WELL, ASK HIM/HER TO COME IN.
- B. COME IN, D.

4.

Do Steps 1-4. In place of "desk", substitute other nouns for heavy objects, e.g. "table, bookshelf". Practise both "too" + adjective and adjective + "enough".

- A. PICK UP (e.g. your desk), B.
- B. I'M SORRY, I CAN'T.
- A. WHY NOT?
- B. BECAUSE IT'S TOO HEAVY.
- or
- BECAUSE I'M NOT STRONG ENOUGH.

UNIT SIX — LESSON ONE

A. to C. B CAN'T PICK UP (e.g. his desk), CAN HE?

C. NO, HE CAN'T.

A. WHY NOT?

C. BECAUSE IT'S TOO HEAVY.

or

BECAUSE HE'S NOT STRONG ENOUGH.

Pronunciation Hint: The pronunciation of “can” and “can’t” may pose some problems. It is very important to drill these not as isolated words, but in the context of complete affirmative, interrogative or negative sentences.

“can’t” — Point out that “can’t” always retains the full vowel /æ/. Also point out that many people do not pronounce the last consonant /t/ in “can’t”, compensating for it by shortening the /n/ sound and lengthening the vowel. Students should therefore be prepared to hear “can’t” pronounced as either /kænt/ or /kæntʰ/ (tʰ is an unreleased t sound).

“Can” is pronounced either /kən/ or /kæn/, depending on whether or not it is stressed. Note that “can” is unstressed when it is followed by the base form of the main verb and is stressed when it stands alone in a sentence or clause.

e.g. I <i>can</i> pick up the desk.	/kən/	}	unstressed
Can you pick up the desk?	/kən/		
Yes, I <i>cán</i> .	/kæn/	}	stressed
He <i>cán't</i> pick it up, <i>cán</i> he?	/kæn/		

For extra practice with “can/can’t” refer to Manipulation Drill 1.

5.

Do Steps 3 and 4. Then develop into a chain, with one student asking the next one the first line. Provide the students with a blackboard list of heavy and light items to choose from. Interrupt the chain with question-tag questions.

e.g. *He can't pick up his desk, can he?*
He can pick up his pen, can't he?

A. CAN YOU PICK UP YOUR (e.g. desk/pen)?

B. NO, I CAN'T.

or **B. OF COURSE I CAN. IT'S**

A. WHY NOT?

LIGHT/NOT HEAVY.

B. BECAUSE IT'S TOO HEAVY/

I'M NOT STRONG ENOUGH.

6.

Do Steps 1-4. Develop into a chain, practising the affirmative and negative sentences separately. Substitute other phrases in place of “touch the floor” and “touch the ceiling”, listing them on the blackboard as cues for the students.

e.g. *touch the floor, pick up a pen, write English, speak English, touch the ceiling, pick up the bookcase, write Chinese, speak Albanian.*

A. I CAN (e.g. touch the floor).

B. I CAN TOO.

A. I CAN'T (e.g. touch the ceiling).

B. I CAN'T EITHER.

UNIT SIX — LESSON ONE

7.

Do Steps 1-4. Then develop into a chain. Substitute other phrases in place of "touch the ceiling" and list these on the blackboard as cues for the students.

*e.g. pick up my desk — too heavy — strong enough — too weak
swim across the Atlantic — too big — strong enough — too weak
touch the top of the blackboard — too high — tall enough — too short*

A. I CAN'T TOUCH THE CEILING. CAN YOU?

B. NO, I CAN'T EITHER. IT'S TOO HIGH.

or

I'M NOT TALL ENOUGH.

or

I'M TOO SHORT.

8.

Do Steps 1-4. Substitute other verb phrases in place of "lend me some money", e.g. "give me some money/paper, sell me some bananas/envelopes". Provide the class with a blackboard list of nouns to choose from, making sure that all of the nouns are either plural countable (e.g. bananas) or uncountable (e.g. paper) and can thus be preceded by "some". Then provide the class with a list of singular countable nouns (e.g. your pen, a dollar, a stamp), changing the fourth line of the Practice to "No, I can't. I don't have one".

A. CAN YOU LEND ME SOME MONEY?

B. I'M SORRY, I CAN'T HEAR YOU.

A. CAN YOU LEND ME SOME MONEY?

B. NO, I CAN'T. I DON'T HAVE ANY.

9.

Do Steps 1-4. Point out that "can't — can" in this Practice refers to prohibition or lack of permission. Continue with other verbs in place of "park" and other traffic signs in place of "No parking". List these on the blackboard to guide the students in Steps 3 and 4.

<i>e.g. park</i>	<i>no parking</i>
<i>turn right/left</i>	<i>no right/left turn</i>
<i>turn</i>	<i>no turning</i>
<i>make a U turn</i>	<i>no U turn</i>
<i>drive faster than 30 m.p.h.</i>	<i>speed limit 30 m.p.h.</i>

Ask the class questions in the 3rd person, e.g. "Can he park here? He can't park here, can he?"

A. YOU CAN'T (e.g. park) HERE.

B. WHY NOT?

A. BECAUSE THE SIGN SAYS (e.g. no parking).

10.

Do Steps 1-4. Continue with other foods in place of "cake". For example: "some pie, some bread, some French fries, some chocolate". Note that "some" can be used in an interrogative sentence (Line 1).

A. DO YOU WANT SOME CAKE?

B. NO, THANKS. I CAN'T EAT CAKE.

A. WHY NOT?

B. BECAUSE MY DOCTOR TOLD ME NOT TO.

11.

Do Steps 1-3 only. If possible, use pictures to illustrate the products and containers (e.g. a box of tissues, a tube of toothpaste, a bottle of milk, a jar of jam). Prepare a blackboard list of products, together with appropriate units of quantity. (Refer to the chart in the Structure Notes for further examples.)

*e.g. a tube of toothpaste
a package of cigarettes, envelopes, napkins
a bag of flour, sugar
a jar of mustard, jam
a pair of stockings, socks
a can of soup, beans
a loaf of bread
etc.*

Practise both "buy" and "get". Point out that "get" in this case means "buy" or "obtain".

A. I WANT TO BUY/GET SOME (e.g. toothpaste).

WHAT DO I ASK FOR?

B. YOU ASK FOR (e.g. a tube of toothpaste).

12.

Do Steps 1-3 only. Each time you ask "What's this?" hold up a picture of some product or item, e.g. a can of hair spray, a tube/bottle/jar of shampoo, a package of gum/candies, a box of detergent, a pad of paper, a roll of tape, a can of shaving cream; a washing machine, an iron, a stove, a bed, a table. Practise both the uncountable nouns preceded by the pattern "a — of" and the singular nouns. You may find it useful to list the types of stores on the blackboard, as they are mentioned in Lines 4 and 6.

A. WHAT'S THIS?

B. IT'S (e.g. a bar of soap, a hammer).

A. WHERE CAN YOU GET IT?

B. YOU CAN GET IT AT A (e.g. drugstore, hardware store).

A. WHERE ELSE CAN YOU GET IT?

B. YOU CAN GET IT AT A (e.g. supermarket, department store) TOO.

13.

Do Steps 1-4 with this Practice in the Simple Past Tense. Point out that the Past form of "get" is "got". Provide the students with three separate blackboard lists of nouns. Make sure that they choose one item from each list in their answers in Line 4, using "a" with the countable singular nouns, and "some" or "a — of" with the countable plural and uncountable nouns.

*e.g. Uncountable
"some, a — of"*

soup

tea

coffee

shampoo

Countable Singular

"a"

notebook

pen

dress

tie

bed

Countable Plural

"some, a — of"

shoes

grapes

oranges

socks

UNIT SIX — LESSON ONE

Then repeat the Practice in the Future Tense.

e.g. What are you going to do tomorrow afternoon?

I'm going to go shopping.

What are you going to get?

I'm going to get ———. or I think I'll get ———.

Ask the class questions in the 3rd person, e.g. "What did he do/get? What is he going to do/get?"

A. WHAT DID YOU DO YESTERDAY AFTERNOON?

B. I WENT SHOPPING.

A. WHAT DID YOU GET?

B. I GOT (e.g. a pound of coffee, a notebook and some grapes).

14.

Do Steps 1-4. Develop into a chain, with one student asking the next where he got an item. Substitute other nouns in place of "briefcase", e.g. "purse, pen, pipe, textbook, ring, watch". For Line 2 allow students to use names of stores (e.g. at Grant's), types of stores (e.g. at a department store) or names of places (e.g. in Toronto, on Yorkville St.) Emphasize the difference between "I got" and "I've got".

A. WHERE DID YOU GET YOUR (e.g. briefcase)?

B. I GOT IT AT (e.g. a department store).

A. I'VE GOT ONE JUST LIKE IT.

MANIPULATION DRILLS

1.

Do Step 3 only. A is the teacher and B is the whole class or a series of individual students. B is required to produce a sentence with "can lift" and "can't lift", using the nouns provided by A. Practise both "lift" and "pick up". Note the pronunciation of "can" and "can't".

I can lift	a cháir a table 1 book a pot a typewriter a book etc.	but I can't lift	a cóuch. a bed. 20 books. a stove. a refrigerator. a bookshelf. etc.
------------	---	------------------	--

/kən/

/kænt'/

A. I CAN LĪFT A CHÁIR, BUT I CAN'T LĪFT A CÓUCH.

B. I CAN LIFT A CHAIR, BUT I CAN'T LIFT A COUCH.

A. BICYCLE — CAR

B. I CAN LIFT A BICYCLE, BUT I CAN'T LIFT A CAR.

2.

Do Step 3 only. A is the teacher and B is the whole class or a series of individual students. A (the teacher) provides the verb and direct object; B produces the question. Continue with other activities. Note that "can" refers to ability in all cases here.

UNIT SIX — LESSON ONE

Can you	speak write read play play pick up lift	Spanish? Russian? German? baseball? chess? the desk? the chair?
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- A. CAN YOU SPEAK SPANISH?**
WRITE RUSSIAN
B. CAN YOU WRITE RUSSIAN?
A. READ GERMAN
B. CAN YOU READ GERMAN?
etc.

3.

Do Step 3 only. A is the teacher and B is the whole class or a series of individual students. A provides the noun (either uncountable or countable plural) and B produces a question containing a unit of quantity expression. Point out that the choice of unit expression depends on the situation. For example, in a grocery store you would ask for a loaf of bread whereas in a restaurant or at a meal you would ask for a slice of bread. Continue with as many more nouns as possible. For further examples, refer to Conversation Practices 11, 12, 13 and to the Structure Notes.

- | | |
|-----------------------------|--|
| A. BREAD | B. CAN I HAVE A LOAF/Slice OF BREAD, PLEASE? |
| A. BUTTER | B. CAN I HAVE A POUND/PACKAGE OF BUTTER, PLEASE? |
| A. SOUP | B. CAN I HAVE A CAN/BOWL OF SOUP, PLEASE? |
| A. JAM | B. CAN I HAVE A JAR OF JAM, PLEASE? |
| A. COFFEE | B. CAN I HAVE A POUND/JAR/CUP OF COFFEE, PLEASE? |
| A. SOAP | B. CAN I HAVE A BAR OF SOAP, PLEASE? |
| A. TOOTHPASTE | B. CAN I HAVE A TUBE OF TOOTHPASTE, PLEASE? |
| A. SOCKS/STOCKINGS | B. CAN I HAVE A PAIR OF SOCKS/STOCKINGS, PLEASE? |
| A. ENVELOPES/NAPKINS | B. CAN I HAVE A PACKAGE OF ENVELOPES/NAPKINS, PLEASE? |

4.

Do Step 3 only. A is the teacher and B is a series of individual students. Practise the indirect commands both with the verbs (in brackets) and without.

- | | |
|--|---|
| A. WHY DID YOU COME IN? ASKED | B. JOHN ASKED ME TO (COME IN). |
| A. WHY DID YOU COME OUT? ASKED | B. JOHN ASKED ME TO (COME OUT). |
| A. WHY DID YOU GO OUT? TOLD | B. JOHN TOLD ME TO (GO OUT). |
| A. WHY DID YOU GO IN? TOLD | B. JOHN TOLD ME TO (GO IN). |
| A. WHY DID YOU CLOSE THE DOOR? TOLD | B. JOHN TOLD ME TO (CLOSE THE DOOR). |
| A. WHY DID YOU GET BREAD? ASKED | B. JOHN ASKED ME TO (GET BREAD). |
| A. WHY DID YOU TURN LEFT? TOLD | B. JOHN TOLD ME TO (TURN LEFT). |

UNIT SIX — LESSON ONE

5.

Do Step 3 only. A is the teacher and B is the whole class or a series of individual students. A provides a verb and a noun. B produces a negative statement with "can't" and "without".

You can't	sew shave wash skate ski write buy anything unlock the door see hear smell	without	a needle. a razor. water. skates. skis. a pen or pencil. money. a key. eyes. ears. a nose.
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- A. YOU CAN'T SEW WITHOUT A NEEDLE.**
SHAVE — RAZOR
B. YOU CAN'T SHAVE WITHOUT A RAZOR.
A. WASH — WATER
etc.

NOTES

Unit Six — LESSON TWO

CONTENT

PATTERNS	VOCABULARY	
<p>I can type 20 words a minute. I only make 3 mistakes a page.</p> <p>Who is the least careful typist? Is she less careful than Joan?</p> <p>Miss Brown works hard/quickly. Yes, but Miss Black works as hard/quickly as Miss Brown. I type faster/better than you. I type the fastest/the best. I drive more carefully/the most carefully. Who types the fastest/the best/the most carefully? Who types the worst/the least carefully? Does he work less carefully than John?</p> <p>I didn't drive well enough. I drove too quickly. You'll drive better next time, won't you? You won't drive so quickly next time, will you? Yes, I will/No, I won't.</p> <p>How much does the big book weigh? It weighs 2 pounds. It weighs too much. Which book weighs more/less/the most/the least? Frank weighs more/less than Henry. They only weigh baggage.</p> <p>How long/wide/high is it? It's 4 feet long/wide/high. How tall is Bill? He's 6 feet, 5 inches tall. He's 6 foot, 5.</p> <p>That's far from here. It's about 600 miles from here. How far is it (from —) to —? How fast did he drive?</p> <p>What happened?</p>	NOUNS	EXPRESSIONS
	<p>mistake typist telephone operator driving test driver's license ruler ribbon tape measure baggage airport suitcase airline clerk chocolates curb examiner Abbreviations: lb. lbs. oz. ozs. in. ft. yd. etc.</p>	<p>make a mistake gain weight take a test sure congratulations</p>
		ADJECTIVES
		<p>far careful</p>
		PREPOSITION
		through
		ADVERBIALS
		<p>well, better, best clearly softly politely beautifully nicely quickly fast carefully slowly next time this time for the 1st time again</p>
	VERBS	
	<p>hire fire serve smile type fail weigh measure worry happen</p>	

STRUCTURE NOTES

Adjective Comparison: In Unit Five, Lessons 3-5, the students were introduced to the comparison of adjectives of 1, 2 and more syllables, as well as to the comparative and superlative forms of “good” and “bad”. These are reviewed in this lesson, in Practices 1 and 2. In Practice 3 the forms “less” and “the least” are introduced. The following chart may be helpful in reviewing adjective comparison.

Type of Adjective	Simple Form	Comparative Form	Superlative Form
1-syllable	fast	faster	the fastest
2-syllable ending in “y”	dirty	dirtier	the dirtiest
irregular	good	better	the best
	bad	worse	the worst
2-syllable or more	careful	more careful	the most careful
		less careful	the least careful

Adverb Comparison: The formation of the comparative and superlative forms of adverbs is introduced in this lesson. The following types of adverbs are practised:

Type of Adverb	Simple Form	Comparative Form	Superlative Form
1-syllable	fast	faster	the fastest
	hard	harder	the hardest
irregular	well	better	the best
	(badly)	worse	the worst
2-syllable or more	carefully	more carefully	the most carefully
		less carefully	the least carefully

The adverbs are practised in the following patterns:

Verb + adverb, e.g. “Miss Brown works hard/types well/types carefully.”

Verb + “as” + adverb + “as”, e.g. “Miss Black works as hard as Miss Brown.”
“Miss Black types as well/carefully as Miss Brown.”

Verb + —er, e.g. “I type faster/better than you.”

Verb + —est, e.g. “I type the fastest/the best.”

Verb + “more” + adverb, e.g. “I type more carefully.”

Verb + “the most” + adverb, e.g. “I type the most carefully.”

Verb + “less” + adverb, e.g. “Does she type less carefully than —?”

Verb + “the least” + adverb, e.g. “Who types the least carefully?”

Note that the comparative and superlative forms of the adverbs “well” and “badly” are the same as the comparative and superlative forms of the corresponding adjectives “good” and “bad”.

e.g. Joan is a <i>good</i> typist.	Shirley is a <i>better</i> typist.	Karen is <i>the best</i> typist.
She types <i>well</i> .	She types <i>better</i> than Joan.	She types <i>the best</i> .
John is a <i>bad</i> driver.	Mark is a <i>worse</i> driver.	Bob is <i>the worst</i> driver.
He drives <i>badly</i> .	He drives <i>worse</i> than John.	He drives <i>the worst</i> .

In Practices 7 and 8 the comparative and superlative forms of “slowly” are given as “more slowly” and “the most slowly”. Note that the shorter forms — “slower” and “slowest” — are also extensively used.

UNIT SIX — LESSON TWO

“Enough, Too, So”: In Practice 8 the use of “enough, too” and “so” with adverbs is practised. Note that “too” and “so” come before the adverb, whereas “enough” comes after the adverb.

e.g. You didn't drive carefully enough.

You drove too quickly.

You won't drive so quickly next time, will you?

Weights: The terms “ounce” and “pound” are introduced and these weights are compared to grams and kilos (see Students' Workbook, Picture 1). The abbreviated forms “lb., lbs., oz., ozs.” are also introduced. The verb “weigh” is practised in the following patterns:

“weigh” + pounds,

e.g. “It weighs 2 pounds. He weighs 250 lbs.”

“weigh” + comparative, superlative,

e.g. “Which book weighs more/less? Henry weighs more than Anne but less than Frank. Frank weighs the most. Anne weighs the least.”

“how much” + “weigh”,

e.g. “How much does it/Frank weigh?”

“weigh” + noun,

e.g. “They weigh baggage. They don't weigh people.”

Measurements: The terms “inch, foot, yard” and “mile” are introduced, together with their abbreviated forms. These measurements are compared to centimetres and metres in Picture 2 of the Students' Workbook. The following patterns are practised in introducing these measurements:

How	long wide high tall	is is is is	it? it? it? he?		
		It He	is is	2 feet 6 feet, 5 inches 6 foot 5.	long/wide/high. tall.

Question Tags: In Practice 8 question tags with “will” and “won't” are introduced. These are given further practice in the Manipulation Drills.

SUGGESTIONS

Teaching Aids: 2 books differing in weight, 2 ribbons or strings differing in length, a ruler, a tape measure.

Weights and Measurements: It might prove very helpful to your students to have on hand an actual scale, so as to be able to weigh classroom objects and thus give students practice in patterns such as: “How much does it weigh? It weighs — lbs. — ozs.” Ask students to measure things in their own homes (e.g. rooms, kitchen tables, T.V. screens, rugs, etc.) and then get them to compare these in class.

e.g. My bathroom is 8 feet long and 4 feet wide. How big is yours?

I have a 21-inch T.V. screen. How big is yours?

Mine is bigger/wider than yours.

etc.

Ask questions about the prices of various food products.

e.g. How much does a pound of butter/grapes cost?

UNIT SIX — LESSON TWO

Using a map, compare the distances to various cities.

e.g. About how far is it to Quebec City?

Which is further from here, Winnipeg or Vancouver?

Comparisons: Ask students to make comparisons between items in their native countries and in Canada. For example, have them compare the quality, taste and cost, of food items such as vegetables, fruit, meat, coffee. You may want to guide them by listing appropriate adjectives on the blackboard, e.g. “expensive, cheap, good, strong, tasty, juicy”, etc. Ask them to compare other things in the two countries, such as: how people drive, how waiters behave, how sales people behave, etc. This should provide useful practice in adverb comparison.

Students' Workbook: The stories accompanying Pictures 7 and 8 in the Students' Workbook can be used to stimulate useful discussion. The airport dialogue can lead to a variety of questions and answers about airport procedures.

e.g. Can you buy an airplane ticket at the airport?

How can you reserve a seat on an airplane?

How can you get to the airport?

How much baggage can you take on a plane?

etc.

Similar questions can be asked about the train station and bus station in your city and then the 3 means of transportation can be compared according to cost, speed and comfort.

To supplement the story with Picture 8, show your students an actual driver's license (or ask them to pass their own around) as well as a driving handbook. The rules and pictures in a driving handbook can be used for practising the verb “can” in the sense of permission.

e.g. Can you turn right on a red light?

You can't turn left on a red light, can you?

Games:

What does “——” mean?

Have one student write a series of abbreviations on the blackboard, e.g. “m.p.h., lb., in., 2'4”, ½ lb., 3 lbs. 4 ozs., 6 ft., 3 yds., 1 yd.” etc. Then have him quiz the other students, pointing to each abbreviation in turn and asking “What does this mean?”

Comparing products, places and people

Prepare two blackboard lists, one of the superlative forms of adjectives and the other of nouns.

e.g.	the biggest	country
	smallest	city
	richest	mountain
	poorest	lake
	best	movie
	cheapest	restaurant
	tastiest	hockey/soccer team
the most	expensive	coffee
	powerful	car
	interesting	washing machine

Have students take turns forming questions from this list, asking the rest of the class to answer the questions or at least to give their opinions.

e.g. What is the biggest country/city/lake/mountain in the world?

What is the best/the most expensive/the cheapest kind of coffee/car?

CONVERSATION PRACTICES

1.

Do Steps 1-4. Explain that A, B and C are three people trying to get the same job. Practise "fast", "good" and "careful" separately with the same 3 students. Continue with other occupations, each time getting 3 applicants (A, B and C) to compete for the same job. (For these other occupations, omit or change the second sentence in each line.)

e.g. "I'm a fast/good/careful driver/mechanic/cook/plumber".

A. I'M A FAST/GOOD TYPIST. I CAN TYPE 20 WORDS A MINUTE.

B. I'M FASTER/BETTER THAN YOU. I CAN TYPE 40 WORDS A MINUTE.

C. I'M THE FASTEST/BEST. I CAN TYPE 60 WORDS A MINUTE.

A. I'M A CAREFUL TYPIST. I ONLY MAKE 3 MISTAKES A PAGE.

B. I'M MORE CAREFUL THAN YOU. I ONLY MAKE 1 MISTAKE A PAGE.

C. I'M THE MOST CAREFUL. I DON'T MAKE ANY MISTAKES.

2.

Do Steps 1-4. Explain that A and B are employers trying to decide whom to hire of the three applicants in Practice 1. Use the names of those applicants in Lines 2 and 3. Practise "fastest", "best" and "most careful" separately and then put them together in one sentence — "Who is the fastest, best and most careful typist?" Continue with other occupations practised in Practice 1.

e.g. "Who is the fastest/best/most careful driver/mechanic/cook/plumber?"

A. WHO IS THE FASTEST/BEST/MOST CAREFUL TYPIST?

B. — IS.

A. IS HE/SHE FASTER/BETTER/MORE CAREFUL THAN —?

B. YES, HE/SHE IS.

A. THEN WE'LL HIRE HIM/HER.

Pronunciation Hint: The primary stress in Line 5 may fall on "hire" or on the object pronoun "him/her".

3.

Do Steps 1-4. Explain that A and B are employers trying to decide whom to fire. In Lines 2 and 3, use the names of students who took part in Practice 1, or introduce new names. Note that this is the first use of "less" and "the least" with adjectives. Continue with other occupations.

e.g. "Who is the slowest/worst/least careful driver/mechanic/cook/plumber?"

A. WHO IS THE SLOWEST/WORST/LEAST CAREFUL TYPIST?

B. — IS.

A. IS HE/SHE SLOWER/WORSE/LESS CAREFUL THAN —?

B. YES, HE/SHE IS.

A. THEN WE'LL FIRE HIM/HER.

Pronunciation Hint: The primary stress in Line 5 may fall on "fire" or on the object pronoun "him/her".

UNIT SIX — LESSON TWO

4.

Do Steps 1-3 only. Explain that A and B are male employers trying to decide which of 2 female applicants to hire as a secretary. Practise each adverb separately. Point out that "well" is the adverb which corresponds to the adjective "good". Continue with other verbs and adverbs suitable to other jobs.

*e.g. serves well, walks quickly, speaks softly (waitress)
works fast, speaks clearly (telephone operator)
works hard, speaks politely, smiles nicely (saleslady)*

A. MISS BROWN WORKS HARD/QUICKLY.

B. YES, BUT MISS BLÁCK WORKS AS HARD/QUICKLY AS MISS BRÓWN.

A. MISS BROWN TYPES WELL/CAREFULLY.

B. YES, BUT MISS BLÁCK TYPES AS WELL/CAREFULLY AS MISS BRÓWN.

A. MISS BROWN IS PRETTIER.

B. OKAY. WE'LL HIRE MISS BROWN.

5.

Do Steps 1-4. Explain that A, B and C are three people trying to get the same job. This Practice is similar to Practice 1. In Practice 1 adjective comparison was reviewed. In Practice 5 adverb comparison is introduced. Practise "fast", "well" and "carefully" separately. Continue with other occupations, each time getting 3 applicants (A, B and C) to compete for the same job. (For these other occupations omit or change the second sentence in each line.)

*e.g. I drive fast/well/carefully. (driver)
I serve well, walk quickly, speak softly. (waitress)
I work hard, speak politely. (salesman or saleslady)
I work hard/well/carefully. (mechanic, carpenter, plumber, etc.)*

A. I TYPE FAST/WELL. I CAN TYPE 20 WORDS A MINUTE.

B. I TYPE FASTER/BETTER THAN YOU. I CAN TYPE 40 WORDS A MINUTE.

C. I TYPE THE FASTEST/BEST. I CAN TYPE 60 WORDS A MINUTE.

A. I TYPE CAREFULLY. I ONLY MAKE 3 MISTAKES A PAGE.

B. I TYPE MORE CAREFULLY. I ONLY MAKE 1 MISTAKE A PAGE.

C. I TYPE THE MOST CAREFULLY. I DON'T MAKE ANY MISTAKES.

6.

Do Steps 1-4. This Practice is similar to Practice 2. Explain that A and B are employers trying to decide whom to hire of the three applicants in Practice 5. Use the names of those applicants in Lines 2 and 3. Practise "fastest", "best" and "most carefully" separately. Then put them together in one sentence — "Who types the fastest, best and most carefully?" Continue with other verbs and adverbs used in Practice 5.

*e.g. Who works the hardest/best/most carefully?
Who speaks the most politely?
Who drives the fastest?*

A. WHO TYPES THE FASTEST/BEST/MOST CAREFULLY?

B. ——— DOES.

A. DOES HE/SHE TYPE FASTER/BETTER/MORE CAREFULLY THAN ———?

B. YES, HE/SHE DOES.

A. THEN WE'LL HIRE HIM/HER.

7.

Do Steps 1-4. This Practice is similar to Practice 3. Explain that A and B are employers trying to decide whom to fire. In Lines 2 and 3 use the names of students who took part in Practice 5, or introduce new names. Continue with other verbs and adverbs.

e.g. Who types the most slowly/worst/least carefully?

Who works the worst/least carefully?

Who speaks the most politely?

Note that certain adverbs, such as "slowly" and "softly", have 2 acceptable comparative and superlative forms. For example: "She types the slowest/the most slowly. He speaks the softest/the most softly. She types slower/more slowly. He speaks softer/more softly." We have chosen, however, to practise the forms which are more traditionally acceptable, i.e. "the most slowly/softly" and "more slowly/softly".

A. WHO TYPES THE WORST/THE MOST SLOWLY/THE LEAST CAREFULLY?

B. ——— DOES.

A. DOES HE/SHE TYPE WORSE/MORE SLOWLY/LESS CAREFULLY THAN ———?

B. YES, HE/SHE DOES.

A. THEN WE'LL FIRE HIM/HER.

8.

Do Steps 1-4. Practise both alternatives for Lines 4-6, drilling both the adverb + "enough" pattern and the "too" + adverb pattern. This is the first time that question tags with the "will" Future are practised. For Steps 3 and 4 cue students by writing Line 4 on the blackboard.

A. DID YOU PASS YOUR DRIVING TEST?

B. NO, I FAILED IT.

A. WHY?

B. I DIDN'T DRIVE WELL/SLOWLY/CAREFULLY ENOUGH.

A. YOU'LL DRIVE BETTER/MORE SLOWLY/MORE CAREFULLY NEXT TIME, WON'T YOU?

B. YES, I WILL.

or

B. I DROVE TOO QUICKLY/CARELESSLY.

A. YOU WON'T DRIVE SO QUICKLY/CARELESSLY NEXT TIME, WILL YOU?

B. NO, I WON'T.

9.

Do Steps 1-4. Draw two scales on the blackboard. Draw a small item on one and a bigger one of the same item on the other (e.g. two books, two bottles, two apples, two pieces of meat). Begin with simple weights, such as "one pound" and "three pounds" and then continue with more complex weights such as "one pound, three ounces" and "two pounds, eleven ounces". Explain the use of abbreviations such as: lb., lbs., oz., ozs. Say and write out the long forms as well. Begin by saying:

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"These are scales.

*I'm going to put a big book on one scale and a small book on the other scale.
(Draw one book on each scale.)*

I'm going to weigh the books. (Mark off the pounds and ounces.)

The big book weighs (e.g. two pounds).

The small book weighs (e.g. one pound)."

A. HOW MUCH DOES THE BIG BOOK WEIGH?

B. IT WEIGHS (e.g. two pounds).

A. HOW MUCH DOES THE SMALL BOOK WEIGH?

B. IT WEIGHS (e.g. one pound).

A. WHICH BOOK IS HEAVIER?

B. THE BIG ONE IS.

A. WHICH BOOK WEIGHS MORE/LESS?

B. THE BIG/SMALL ONE DOES.

10.

Do Steps 1 and 2 briefly. Then continue with Steps 3 and 4, developing the Practice into a chain. A hands B two items (e.g. two books, pens, pencils, notebooks, rings, watches). Then continue with three items, changing the conversation to "Which one weighs the most/least?" and "The lightest/heaviest one".

A. HERE ARE TWO (e.g. books).

WHICH ONE WEIGHS MORE/LESS?

B. I THINK THIS ONE/THE (e.g. black) ONE DOES.

A. WHICH ONE DO YOU WANT?

B. THE LIGHTER/HEAVIER ONE.

11.

Do Steps 1-4. Use a ruler or a tape measure and any linear items (e.g. 2 ribbons, 2 necklaces, 2 pens). First measure a short item and then a longer one of the same item. Explain the use of abbreviations such as: in., ", ft., ', yd. Say and write out the long forms as well. Try to begin with simple measurements (e.g. one ft.) and then continue with more complex measurements (e.g. 2'4"/1'10").

Begin the Practice by saying:

"This is a ruler.

I'm going to measure these two (e.g. ribbons).

The (e.g. blue) ribbon is (e.g. one foot) long.

The (e.g. red) ribbon is (e.g. two feet) long."

A. HOW LONG IS THE BLUE RIBBON?

B. IT'S (e.g. one foot) LONG.

A. HOW LONG IS THE RED RIBBON?

B. IT'S (e.g. two feet) LONG.

A. WHICH RIBBON IS LONGER/SHORTER?

B. THE BLUE/RED ONE IS.

12.

Do Step 3 only. Use an enlarged drawing of a scale and one of a ruler or tape measure. Mark off the inches, feet and yards, and the ounces and pounds. Point them out as you ask the questions. A is the teacher. B is the whole class, one student, or a series of students. Begin the Practice by saying:

*"This is a tape measure.
This is a scale."*

- A. HOW MANY OUNCES ARE THERE IN A POUND?**
- B. THERE ARE 16 OUNCES IN A POUND.**
- A. HOW MANY INCHES ARE THERE IN A FOOT?**
- B. THERE ARE 12 INCHES IN A FOOT.**
- A. HOW MANY FEET ARE THERE IN A YARD?**
- B. THERE ARE 3 FEET IN A YARD.**

13.

Do Steps 1-4. A is the teacher and B is a series of individual students. Give a tape measure or ruler to one student (B) at a time. As he measures an object (e.g. a box, a table, a bookshelf, etc.) A asks him the following questions. Have B write the dimensions on the blackboard as he answers the questions.

- A. B, MEASURE THE (e.g. teacher's desk) PLEASE.**
- HOW LONG IS IT?**
- B. IT'S (e.g. four feet) LONG.**
- A. HOW WIDE IS IT?**
- B. IT'S (e.g. two and a half feet) WIDE.**
- A. HOW HIGH IS IT?**
- B. IT'S (e.g. three feet) HIGH.**

14.

Have about four or five students come to the front of the class, standing beside one another so that their heights can be compared. Review the comparative and superlative adjective forms by asking the class questions such as:

"Who is taller, John or Bill? Is Catherine shorter than Bill? Is Bill as tall as Bob? Is Mary taller than John?"

"Who is the tallest/shortest? Is Bob taller or shorter than Bill?" etc.

Then measure the height of the students standing at the front of the class, writing each person's name and height on the blackboard. As you do so, ask the class to repeat this information.

e.g. "Bill is six feet five inches tall. Bob is six feet tall. Catherine is five feet four and a half inches tall."

You might also want to mention the shorter form of these patterns in which the plural "feet" is replaced by "foot".

e.g. "Bill is six foot five. Catherine is five foot four and a half."

Then, with this group of students still at the front of the class, begin the actual Practice. Do Steps 3 and 4 a few times, each time using the name of another student at the front in Line 1. For Step 3, A is the teacher and B is a series of students. For Step 4, A and B are

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both students. Make sure that A has a tape measure to give B, since many students will not know how to express their height in this measurement system.

A. HOW TALL IS (e.g. Bill)? *(referring to one of the students at the front)*

B. HE'S (e.g. six feet five inches) TALL.

A. ARE YOU TALLER OR SHORTER THAN HIM?

B. (I DON'T KNOW. GIVE ME THE TAPE MEASURE.)

I'M TALLER/SHORTER THAN HIM. I'M ——— TALL.

or

WE'RE THE SAME HEIGHT.

15.

Do Steps 1-4. You might then want to develop this into a chain. Use a map of Canada and list some major cities on the blackboard. Familiarize yourself with the distances between these major points so that you can prompt the students. After the students have carried out the Practice a few times, ask questions about the various places mentioned, e.g. "How far is it to ———? Which is farther, ——— or ———?"

A. WHERE ARE YOU GOING FOR YOUR VACATION?

B. I'M GOING TO GO TO (e.g. Quebec City/Stratford).

A. THAT'S FAR FROM HERE, *or*

A. THAT'S NOT FAR FROM HERE,
IS IT?

B. YES, IT IS. IT'S
ABOUT (e.g. 600 miles)
FROM HERE.

B. NO, IT ISN'T. IT'S ONLY
ABOUT (e.g. 100 miles) FROM
HERE.

MANIPULATION DRILLS

1.

Do Step 3 only. A is the teacher and B is the whole class, one student or a series of students. This drill requires students to repeat the teacher's sentence, adding the appropriate question tag.

A. HE'LL BE HERE AT FIVE O'CLOCK.

B. HE'LL BE HERE AT FIVE O'CLOCK,
WON'T HE?

A. SHE'LL DRIVE MORE SLOWLY NEXT
TIME.

B. SHE'LL DRIVE MORE SLOWLY NEXT
TIME, WON'T SHE?

A. YOU CAN DRIVE MORE CAREFULLY.

B. YOU CAN DRIVE MORE CAREFULLY,
CAN'T YOU?

A. I DON'T TYPE BETTER THAN YOU.

B. I DON'T TYPE BETTER THAN YOU, DO I?

A. HE CAN'T SWIM WELL.

B. HE CAN'T SWIM WELL, CAN HE?

A. SHE ONLY MADE ONE MISTAKE.

B. SHE ONLY MADE ONE MISTAKE, DIDN'T
SHE?

A. THEY WON'T BE LATE.

B. THEY WON'T BE LATE, WILL THEY?

A. BILL WEIGHS MORE THAN FRED.

B. BILL WEIGHS MORE THAN FRED,
DOESN'T HE?

A. MARY DOESN'T TYPE AS FAST AS
JOAN.

B. MARY DOESN'T TYPE AS FAST AS
JOAN, DOES SHE?

A. WE WON'T GO FAR.

B. WE WON'T GO FAR, WILL WE?

A. WE'LL WORK HARDER NEXT TIME.

B. WE'LL WORK HARDER NEXT TIME,
WON'T WE?

A. YOU CAN LIFT THIS BOX.

B. YOU CAN LIFT THIS BOX, CAN'T YOU?

A. YOU CAN'T PARK HERE.

B. YOU CAN'T PARK HERE, CAN YOU?

2.

Do Step 3 only. A is the teacher and B is a series of individual students. This is a question formation drill. Tell the students that all of the questions begin with "how".

- | | |
|--------------------------------|-------------------------------|
| A. SHE'S 5 FT. 5 IN. TALL. | B. HOW TALL IS SHE? |
| A. IT'S 2 FT. LONG. | B. HOW LONG IS IT? |
| A. IT'S 5 IN. WIDE. | B. HOW WIDE IS IT? |
| A. IT'S 4 FT. HIGH. | B. HOW HIGH IS IT? |
| A. IT'S 100 MILES FROM HERE. | B. HOW FAR IS IT (FROM HERE)? |
| A. HE DROVE 30 MILES PER HOUR. | B. HOW FAST DID HE DRIVE? |
| A. IT COSTS 10 DOLLARS. | B. HOW MUCH DOES IT COST? |

3.

Do Step 3 only. A is the teacher and B is the whole class or a series of individual students. This drill gives practice in adverb comparison. Drill both the "as — as" pattern and the "more" + adverb pattern.

- | | |
|--|--|
| A. PETER DROVE CAREFULLY. MICHAEL | B. YES, BUT HE DIDN'T DRIVE AS CAREFULLY AS MICHAEL. |
| A. MISS BLACK TYPES WELL. MISS BROWN | B. YES, BUT SHE DOESN'T TYPE AS WELL AS MISS BROWN. |
| A. BARBARA WORKS QUICKLY. JOAN | B. YES, BUT SHE DOESN'T WORK AS QUICKLY AS JOAN. |
| A. NORMAN SPEAKS POLITELY. MARIA | B. YES, BUT HE DOESN'T SPEAK AS POLITELY AS MARIA. |
| A. TOM WORKS HARD. DICK | B. YES, BUT HE DOESN'T WORK AS HARD AS DICK. |
| A. JOHN WILL DRIVE FAST NEXT TIME. BOB | B. YES, BUT HE WON'T DRIVE AS FAST AS BOB. |
| A. PETER DROVE CAREFULLY. MICHAEL | B. YES, BUT MICHAEL DROVE MORE CAREFULLY. |
| A. MISS BLACK TYPES WELL. MISS BROWN | B. YES, BUT MISS BROWN TYPES BETTER. |
| A. BARBARA WORKS QUICKLY. JOAN | B. YES, BUT JOAN WORKS MORE QUICKLY. |
| A. NORMAN SPEAKS POLITELY. MARIA | B. YES, BUT MARIA SPEAKS MORE POLITELY. |
| A. TOM WORKS HARD. DICK | B. YES, BUT DICK WORKS HARDER. |
| A. JOHN WILL DRIVE FAST. BOB | B. YES, BUT BOB WILL DRIVE FASTER. |
| A. MICHAEL WEIGHS A LOT. PAUL | B. YES, BUT PAUL WEIGHS MORE. |
| A. MY COAT COSTS A LOT. HIS | B. YES, BUT HIS COAT COSTS MORE. |

NOTES

Unit Six — LESSON THREE

CONTENT

PATTERNS	VOCABULARY	
<p>What kind of a tie would you like, . . . ? I'd like (to buy) some coffee. Would you like some juice? Yes, I would. How many cans would you like?</p> <p>I'm still hungry. Do you have any more milk/cookies? No, I don't have any more. Sure, here is/are some more. I want some/2 more. Can you give me some more money? Ask — to give you some more.</p> <p>How many/much more do you need? I need another one/2. I need another 3 dollars. Give me a lot/just a few/just a little.</p> <p>The green book has more/the most pages. The U.S.A. has more people than Canada. Which book has more/fewer pages? Which book has the most/the fewest (number of) pages? Vancouver has fewer people than Toronto.</p> <p>The green can has more/the most juice. Which can has more/less juice? Which can has the most/the least juice? Toronto has less crime than New York.</p> <p>Because it holds the most people/food. Because it gives the least trouble. Because it works the best. Because he earns more/works less. It has the most eggs of all three boxes. Does Gordon have as much beer as Paul?</p> <p>He sells . . . and other things for writing. I write to my whole family. Why can't they play bridge?</p>	NOUNS	EXPRESSIONS
	<p>stamp token ticket oil land lake mountain crime trouble power thing room (= space) bridge (= card game) telephone bill long-distance call proprietor magazine pocket book summer camp</p>	<p>go fast make a (phone) call</p>
		VERBS
		<p>would like help use hold earn</p>
		ADJECTIVES
		<p>full empty half-full other another whole</p>

UNIT SIX — LESSON THREE

STRUCTURE NOTES

“Would Like”: The verb “would like” is introduced in this lesson. It is practised mainly with the 1st and 2nd persons, in the following patterns:

Verb: **Would Like**

	I	would	like	some coffee.	Statement
	Would	you	like	some juice?	Yes/No Question
What kind of envelopes	would	you	like?		Question-word
How many cans	would	you	like?		Question

Note that “would like” is usually contracted to “’d like”, as in “I’d like some more cookies, please”. Note also that the formation of questions with “would like” follows the same pattern as the formation of questions with “can” + base form — i.e. the subject and the auxiliary are simply reversed. Students may confuse the verbs “would like” and “like”, especially in their question patterns.

Contrast the two in this way:

I’d like some more coffee.	I like coffee.
Would you like some more coffee?	Do you like coffee?

Question Tags: Question tags with the “Going to” Future are introduced in Manipulation Drill 4. This drill also contains question tags with the Habitual Tense of “be”, so as to emphasize the similarity between the question tags in the two tenses.

e.g. You’re tired, aren’t you?
 You’re going to sleep, aren’t you?

“What kind of —”: In Unit Five, Lesson 5, the students were introduced to the use of “what kind of” before singular and plural countable nouns and uncountable nouns. In this lesson this pattern is reviewed in Practices 1, 2 and 3.

“Some/Any More”: In Practices 5, 6 and 7 practice is given in the use of “some more” and “any more” with both plural countable nouns as well as uncountable nouns. The students are already familiar with the use of “some” in affirmative statements and “any” in negative statements and questions. They should, however, be made aware of the frequent use of “some” in questions, e.g. “Do you want some more coffee?” In Practice 8 a more specific construction is introduced. This is a number + “more”, e.g. “I need 2 more”.

“Another”: In Practice 8 students are introduced to the use of “another”, followed by either a number (e.g. I need another one. I need another 2) or by a noun (e.g. I need another dollar. I need another 3 dollars). Note that in speaking about countable nouns “another” can be followed simply by a number, whereas in speaking about uncountable nouns “another” must be followed by a number and a noun which specifies some unit.

e.g. How *many* more (eggs) do you need? I need another 2.
 How *much* more (money, flour) do you need? I need another 2 dollars/cups.

Compare the 2 ways of asking for more:

e.g. I need 2 more.	I need 3 more dollars/cups.
I need another 2.	I need another 3 dollars/cups.

UNIT SIX — LESSON THREE

Quantity Comparison: The students have already been introduced to the patterns for comparing adjectives and adverbs. In this lesson they are introduced to the patterns for comparing noun quantities, with both countable and uncountable nouns. Some confusion may arise from the fact that “more, the most” and “less, the least” are used in comparing adjectives, adverbs and noun quantities.

e.g. He is more careful. He drives more carefully. He has more sense.

He is less dangerous. He drives less dangerously. He has less trouble with the police.

Further confusion may arise from the division between countable and uncountable nouns and the fact that they are compared similarly in some cases but differently in others. It would be best to refer back to Unit Five, Lessons 2 and 3, for the introduction to expressions of quantity and review those expressions before proceeding with quantity comparisons. A chart such as the following may help the students see the relationship between the expressions of quantity learned earlier and the new comparative forms. The italicized forms are the ones which can be used with either countable or uncountable nouns.

	Countable	Uncountable	
small number	I have a few apples. I have fewer apples than you. He has the fewest (number of) apples.	I take a little sugar. I take less sugar than you. He takes the least (amount of) sugar.	small amount
large number	I want <i>a lot of</i> apples. I don't want many apples. Do you want many/ <i>a lot of</i> apples? I want <i>more</i> apples. He has <i>the most</i> apples.	I want <i>a lot of</i> sugar. I don't want much sugar. Do you want much/ <i>a lot of</i> sugar? I want <i>more</i> sugar. He takes <i>the most</i> sugar.	large amount

SUGGESTIONS

Teaching Aids: 3 books, each one a different colour and a different thickness; 3 cans of juice (or pictures), each one a different colour and a different size.

Comparisons: Now that your students have the tools for comparing adjectives, adverbs and noun quantities, you can ask them to make a more complete comparison of 2 countries (e.g. their native countries vs Canada). To guide them, prepare a blackboard list such as the following:

size (big, small)	how people drive	number of: people, lakes, cities
wealth (rich, poor)	how people work	amount of: water, gas, oil, land, money, crime
power (powerful, strong)	how salespeople behave	
army (big, small, good)		
fruit (tasty, big)		

If the students find this too difficult, prepare them by asking questions.

e.g. Does your country have more or less oil/crime/land than Canada?
Is ——— richer or poorer than Canada?
Do people in ——— drive more or less carefully?
Is ———'s army better than Canada's?
Are there more or fewer cities?

UNIT SIX — LESSON THREE

“Much” and “Many”:

Ask students to imagine that they are about to buy a house or rent an apartment and have them make up as many appropriate yes/no questions as possible, using “much” and “many”. To guide them, list some nouns on the blackboard, e.g. “rooms, windows, sunlight, children in the house”. You might want to have one student ask questions and another one answer them.

- e.g. A. Does it have many rooms? B. Oh yes, it has a lot of rooms.
A. Does it have much sunlight? B. Oh yes, it has a lot of sunlight.

Students' Workbook: To supplement Picture 7, you may want to bring a sample of a real telephone bill to show the students. Other bills which the students might be interested in are: hydro bills, water bills, gas bills, oil (heating) bills. If you have more than 2 copies of any of these, you can practise the comparative forms.

- e.g. I paid more in May because I used more electricity/gas.
I paid less in June because I used less oil/water.
I paid more in July because I made more calls.
I paid less in August because I made fewer calls.

Game:

Which country has the most/least/fewest —?

Prepare a blackboard list of nouns, both countable and uncountable, e.g. “water, lakes, land, people, power, money, oil, gas, meat, cities,” etc. Have students take turns forming questions with these nouns, asking the rest of the class to answer or give their opinions.

- e.g. Which country (in the world) has the most lakes/oil?
Which country (in the world) has the least land/the most oil?

CONVERSATION PRACTICES

1.

Do Steps 1-4. Continue with other singular countable nouns in place of “tie”, as well as other adjectives. For Steps 3 and 4 list these on the blackboard.

e.g. tie	—	wide, narrow
T.V. set	—	coloured, black and white
sandwich	—	plain, toasted
sweater	—	pullover, cardigan; wool, orlon
blouse, shirt	—	short-sleeved, long-sleeved
radio	—	electric, transistor
jacket	—	winter, summer
blanket	—	wool, orlon
car	—	sedan, stationwagon; 2-door, 4-door
table	—	round, square, long; big, small
bed	—	single, double

Practise both “I’d like” + noun and “I’d like” + infinitive in Line 1, e.g. “I’d like a tie”, and “I’d like to buy/get a tie”. Line 3 may be practised as “Give me a — one, please”. Note that this is the first time “would like” is practised, but that the other patterns are a review of Unit Five, Lesson 5, Practice 16.

- A. I'D LIKE (TO BUY) A (e.g. tie).**
B. WHAT KIND OF (A) TIE WOULD YOU LIKE, A (e.g. wide) ONE OR A (e.g. narrow) ONE?
A. A (e.g. wide) ONE, PLEASE.
B. IS THIS ONE ALL RIGHT?
A. YES, THANK YOU.

UNIT SIX — LESSON THREE

2.

Do Steps 1-4. As in Practice 1, prepare a blackboard list of nouns and adjectives for substitution. This time, however, list only plural countable nouns.

e.g. envelopes	—	regular, air mail
gloves	—	wool, leather; summer, winter
socks	—	wool, orlon
shoes	—	high-heeled, low-heeled
boots	—	leather, plastic

A. I'D LIKE (TO BUY) SOME (e.g. envelopes).

B. WHAT KIND OF (e.g. envelopes) WOULD YOU LIKE, (e.g. regular) ONES OR (e.g. air mail) ONES?

A. (e.g. regular) ONES, PLEASE.

B. ARE THESE ALL RIGHT?

A. YES, THANK YOU.

3.

Do Steps 1-4. As in Practices 1 and 2, prepare a blackboard list of nouns and adjectives. This time, however, list only uncountable nouns.

e.g. sugar	—	white, brown
milk	—	regular, skim
cream	—	sweet, sour
coffee	—	regular, instant
gas	—	regular, extra (super)
furniture polish	—	spray, liquid
floor wax	—	liquid, paste

A. I'D LIKE (TO BUY) SOME (e.g. coffee).

B. WHAT KIND OF (e.g. coffee) WOULD YOU LIKE, (e.g. regular) OR (e.g. instant)?

A. (e.g. regular), PLEASE.

B. IS THIS ALL RIGHT?

A. YES, THANK YOU.

4.

Do Steps 1-4. Continue with other nouns and containers. Make a blackboard list of uncountable nouns, and a separate list of containers.

e.g. milk	bag
orange juice	bottle
shampoo	can
rice	box
coffee	package
	jar
	tube

A. CAN I HELP YOU?

B. YES, PLEASE. I'D LIKE SOME (e.g. orange juice).

A. WOULD YOU LIKE IT IN A (e.g. can) OR IN A (e.g. bottle)?

B. IN A (e.g. can), PLEASE.

A. HOW MANY (e.g. cans) WOULD YOU LIKE?

B. GIVE ME TWO (e.g. cans of orange juice), PLEASE.

UNIT SIX — LESSON THREE

5.

Do Steps 1-4. Practice 5 reviews "some" and "any" while introducing "some/any more". Substitute other uncountable nouns and plural countable nouns for names of foods, e.g. "coffee, bread, water, juice, candies, apples, peanuts, chocolate". Make sure that the students get practice in using "more" both alone and with a following noun. Explain that "some more" and "any more" can precede uncountable and countable plural nouns.

A. I'M THIRSTY/HUNGRY. DO YOU HAVE ANY (e.g. milk, cookies)?

B. YES, I DO. HERE IS/ARE SOME.

A. THANK YOU. (pause)

I'M STILL HUNGRY/THIRSTY.

DO YOU HAVE ANY MORE (e.g. milk, cookies)?

B. SURE, HERE IS/ARE SOME MORE.

or

NO, I DON'T HAVE ANY MORE.

Pronunciation Hint: The contracted form "here's" /hiəz/ should not cause too much difficulty. "Here are" /hiə ər/, on the other hand, will probably require much drilling. Make sure that the students stress the first part of this combination and that "are" is pronounced with the reduced vowel, i.e. /ər/. When said quickly, "here's some" and "here are some" are almost the same length.

6.

Do Steps 1-4. Continue with other uncountable nouns for beverages, e.g. "milk, beer, orange juice, ginger ale, pop, lemonade". Have the students say either "my glass" or "my cup", according to the drink mentioned. Although "any" is used here for the interrogative "some" is also acceptable. Students should be made aware of the fact that either "some" or "any" can be used in certain interrogative sentences.

A. WOULD YOU LIKE ANY MORE (e.g. coffee)?

B. NO THANKS, I DON'T NEED ANY MORE. MY (e.g. cup) IS FULL.

or

YES, I WOULD LIKE SOME MORE. MY (e.g. cup) IS EMPTY/ONLY HALF FULL.

Pronunciation Hint: Note the stress on "would" in Line 3.

7.

Do Steps 1-4. This Practice involves 3 people. A asks B the price of a particular item. Then A asks one student after another (C, D, etc.) to give him some more money. Lines 3-6 are repeated several times. Continue with other nouns and other prices, e.g. "those shoes, that bicycle, those skis, that book", etc. It might be useful to hold up or to project a page from an order catalogue or a newspaper ad page.

A. I'D LIKE TO BUY THAT (e.g. shirt, dress). HOW MUCH DOES IT COST?

B. IT'S (e.g. \$20.00).

A. I DON'T HAVE ENOUGH MONEY. I ONLY HAVE (e.g. \$15.00).

A. to C. C, CAN YOU GIVE ME SOME MORE MONEY?

C. I'M SORRY, I DON'T HAVE ANY MORE MONEY.

ASK D TO GIVE YOU SOME MORE.

UNIT SIX — LESSON THREE

- A. to D. D, CAN YOU GIVE ME SOME MORE MONEY?**
D. I'M SORRY. I DON'T HAVE ANY MORE MONEY.
ASK E TO GIVE YOU SOME MORE.

etc.

8.

Do Steps 1-4. Prepare 2 blackboard lists, one containing activities and countable nouns, the other containing activities and uncountable nouns. For Step 4 have the students choose from these lists. Point out that "how many" is used with the countable nouns and "how much" is used with the uncountable nouns. Point out also that, in answering the question "How much more do you need?", it is necessary to use a unit of quantity. For example: "I need 3 more pieces/yds./days/dollars. I need another 3 pieces/yds./days/dollars". Continue with questions in the 3rd person, e.g. "Why can't he make a bookshelf/take a taxi/take the subway?"

A. I'D LIKE TO (e.g. use the telephone), BUT I DON'T HAVE ENOUGH (e.g. dimes).

B. HOW MANY MORE DO YOU NEED?

A. I NEED (e.g. one/two) MORE.

or

I NEED ANOTHER (e.g. one/two).

A. I'D LIKE TO (e.g. take a taxi), BUT I DON'T HAVE ENOUGH (e.g. money).

B. HOW MUCH MORE DO YOU NEED?

A. I NEED (e.g. 3 more dollars/50 cents more).

or

I NEED ANOTHER (e.g. 3 dollars/50 cents).

9.

Do Steps 1-4. Continue with other plural countable nouns in place of "cookies" (e.g. candies, cigarettes, chocolates), and other uncountable nouns in place of "juice" (e.g. milk, tea, coffee, cocoa). Practise the countable and uncountable nouns separately, listing them on the blackboard for the students to choose from. This Practice reviews expressions of quantity introduced in Unit Five. Remind students that "a lot (of)" is used with both countable and uncountable nouns whereas "a few" is used only with countable nouns and "a little" only with uncountable nouns. Note the use of "some" in Line 1.

A. WOULD YOU LIKE SOME (e.g. cookies/juice)?

B. YES, I WOULD.

A. HOW MANY/MUCH (e.g. cookies/juice) WOULD YOU LIKE?

B. GIVE ME A LOT, PLEASE.

or

GIVE ME JUST A FEW/A LITTLE, PLEASE.

UNIT SIX — LESSON THREE

10.

Do Steps 1-3 only. A is the teacher and B is the whole class or a series of individual students. This Practice introduces patterns for comparing quantities with countable nouns. Use three books, each one a different colour and a different thickness. Have the students listen to and repeat Lines 1-3 as you pick up each book. Then do Step 3 with the rest of the Practice. You may prefer to use the patterns "the most number of" and "the fewest number of".

- A. THE BLUE BOOK HAS A LOT OF PAGES. IT HAS 200 PAGES.
THE GREEN BOOK HAS MORE PAGES. IT HAS 500 PAGES.
THE RED BOOK HAS THE MOST PAGES. IT HAS 1000 PAGES.**
- A. THE GREEN BOOK HAS MORE PAGES THAN THE BLUE ONE,
DOESN'T IT?**
- B. YES, IT DOES.**
- A. THE RED BOOK HAS THE MOST PAGES, DOESN'T IT?**
- B. YES, IT DOES.**
- A. WHICH BOOK HAS MORE/FEWER PAGES, THE GREEN ONE OR THE
BLUE ONE?**
- B. THE GREEN/BLUE ONE DOES.**
- A. WHICH BOOK HAS THE MOST/FEWEST PAGES?**
- B. THE RED/BLUE ONE DOES.**

11.

Do Steps 1-3. Follow the same instructions as with Practice 10, this time using 3 cans of juice (or pictures of cans), each one a different colour and a different size. You may want to use the patterns "the most amount of" and "the least amount of".

- A. THE BLUE CAN HAS A LOT OF JUICE. IT HAS 6 OUNCES.
THE GREEN CAN HAS MORE JUICE. IT HAS 8 OUNCES.
THE RED CAN HAS THE MOST JUICE. IT HAS 16 OUNCES.**
- A. THE GREEN CAN HAS MORE JUICE THAN THE BLUE ONE, DOESN'T IT?**
- B. YES, IT DOES.**
- A. THE RED CAN HAS THE MOST JUICE, DOESN'T IT?**
- B. YES, IT DOES.**
- A. WHICH CAN HAS MORE/LESS JUICE, THE GREEN ONE OR THE
BLUE ONE?**
- B. THE GREEN/BLUE ONE DOES.**
- A. WHICH CAN HAS THE MOST/THE LEAST JUICE?**
- B. THE RED/BLUE ONE DOES.**

12.

Do Steps 1-4. In Line 3 use familiar brand names. Practise as many alternatives of Line 4 as are appropriate. Continue with other items in place of "car" and "refrigerator". List the items together with substitutions for Line 4 on the blackboard, to cue the students for Steps 3 and 4.

item	brand name	qualities
e.g. washing machine		holds . . . clothes, gives . . . trouble, has . . . power
dishwasher		holds . . . dishes, costs . . . , works . . .
coffee percolator		holds . . . coffee, is . . .
etc.		

UNIT SIX — LESSON THREE

- A. I BOUGHT A (e.g. car, refrigerator) YESTERDAY.
B. WHAT KIND DID YOU BUY?
A. I BOUGHT A — (brand name).
B. WHY?
A. BECAUSE IT HOLDS THE MOST (e.g. people, food).
GIVES THE LEAST TROUBLE.
HAS THE MOST (e.g. power, room).
COSTS THE LEAST.
IS THE CHEAPEST/BEST.
WORKS THE BEST.

13.

Do Steps 1 and 2 with Lines 1 and 2, asking questions such as: "How much does Mr. — earn/work?" Then do Steps 1-3 with the rest of the Practice.

- A. MR. SMITH WORKS 40 HOURS A WEEK AND EARNS \$200.00.
MR. BROWN WORKS 30 HOURS A WEEK AND EARNS \$150.00.
A. to B. WHOSE JOB WOULD YOU LIKE?
B. I'D LIKE —'S JOB.
A. WHY?
BECAUSE HE EARNS MORE.
or
BECAUSE HE WORKS LESS.

MANIPULATION DRILLS

1.

Divide the class into two teams. Give the cue word (in squares) to Team A and get them to ask the question of Team B. Then reverse the roles, so that Team B asks the questions and Team A answers. Continue with other nouns, such as: "ink, stamps, orange juice, notebooks", etc. Then carry out the same drill with individual students.

- A. DO THE CHILDREN HAVE ENOUGH MILK ?
B. NO, THEY WANT SOME MORE.
A. DOES JOHN HAVE ENOUGH PAPER ?
B. NO, HE WANTS SOME MORE.
A. DO THEY HAVE ENOUGH MONEY ?
B. NO, THEY WANT SOME MORE.
A. DOES MARY HAVE ENOUGH TIME ?
B. NO, SHE WANTS SOME MORE.
A. DO YOU HAVE ENOUGH ENVELOPES ?
B. NO, I WANT SOME MORE.

UNIT SIX — LESSON THREE

2.

Do Step 3 only. A is the teacher and B is the whole class or a series of individual students. A (the teacher) says the noun and B provides the unit of quantity expression. Repeat the drill, asking B to use the plural.

*e.g. A. toothpaste, 2
A. soap, 3*

*B. I'd like 2 tubes of toothpaste.
B. I'd like 3 bars of soap.*

A. TOOTHPASTE

B. I'D LIKE A TUBE OF TOOTHPASTE.

A. SOAP

B. I'D LIKE A BAR OF SOAP.

A. DETERGENT

B. I'D LIKE A BOX OF DETERGENT.

A. CIGARETTES

B. I'D LIKE A PACKAGE/PACK OF CIGARETTES.

A. SOUP

B. I'D LIKE A CAN/BOWL OF SOUP.

A. JAM

B. I'D LIKE A JAR OF JAM.

A. BUTTER

B. I'D LIKE A PACKAGE/POUND OF BUTTER.

A. BREAD

B. I'D LIKE A LOAF/Slice OF BREAD.

A. SOCKS/STOCKINGS/SHOES

B. I'D LIKE A PAIR OF SOCKS/STOCKINGS/SHOES.

A. FLOWERS/GRAPES

B. I'D LIKE A BUNCH OF FLOWERS/GRAPES.

**A. JUICE, MILK, COFFEE,
SHAMPOO, etc.**

3.

Do Step 3 only. A is the teacher and B is a series of individual students. This drill provides practice in the comparative forms "more, fewer, less" before nouns. A gives the name of a country, a product or item(s) and the name of another country. B must produce a statement comparing the 2 countries with regard to the product or item(s) given. Note that students' opinions may differ. If so, a discussion similar to the following may arise.

*e.g. B. The U.S.A. has more oil than Canada.
C. No, it doesn't. It has less oil than Canada.
or
No, it doesn't. Canada has more oil.*

Continue with other countries or cities and items. Compare the provinces of Canada also, with regard to people, natural resources, money, terrain, etc.

A. THE U.S.A. — OIL — CANADA

B. THE U.S.A. HAS MORE OIL THAN CANADA.

A. THE U.S.A. — PEOPLE — CANADA

B. THE U.S.A. HAS MORE PEOPLE THAN CANADA.

A. THE U.S.A. — LAND — CANADA

B. THE U.S.A. HAS LESS LAND THAN CANADA.

A. THE U.S.A. — LAKES — CANADA

B. THE U.S.A. HAS FEWER LAKES THAN CANADA.

A. VANCOUVER — PEOPLE — TORONTO

B. VANCOUVER HAS FEWER PEOPLE THAN TORONTO.

A. TIBET — MOUNTAINS — HOLLAND

B. TIBET HAS MORE MOUNTAINS THAN HOLLAND.

A. NOVA SCOTIA — MONEY — ONTARIO

B. NOVA SCOTIA HAS LESS MONEY THAN ONTARIO.

A. THE U.S.A. — CITIES — CANADA

TORONTO — THEATRES — NEW YORK

NEW YORK — CRIME — TORONTO

etc.

UNIT SIX — LESSON THREE

4.

Do Step 3 only. A is the teacher and B is the whole class or a series of individual students. A makes 2 statements. B adds question tags to them.

- | | |
|--|--|
| <p>A. YOU'RE TIRED.
YOU'RE GOING TO GO TO SLEEP.</p> | <p>B. YOU'RE TIRED, AREN'T YOU?
YOU'RE GOING TO GO TO SLEEP,
AREN'T YOU?</p> |
| <p>A. HE'S HUNGRY/THIRSTY.
HE'S GOING TO EAT/DRINK
SOMETHING.</p> | <p>B. HE'S HUNGRY/THIRSTY, ISN'T HE?
HE'S GOING TO EAT/DRINK SOMETHING,
ISN'T HE?</p> |
| <p>A. THERE'S SOMEONE AT THE DOOR.

YOU'RE GOING TO OPEN IT.</p> | <p>B. THERE'S SOMEONE AT THE DOOR,
ISN'T THERE?
YOU'RE GOING TO OPEN IT, AREN'T
YOU?</p> |
| <p>A. YOU DON'T LIKE YOUR APARTMENT.</p> | <p>B. YOU DON'T LIKE YOUR APARTMENT,
DO YOU?</p> |
| <p>A. YOU'RE GOING TO GET A BETTER
ONE.</p> | <p>B. YOU'RE GOING TO GET A BETTER ONE,
AREN'T YOU?</p> |
| <p>A. HE FAILED HIS DRIVING TEST.

HE'S GOING TO TAKE IT AGAIN.</p> | <p>B. HE FAILED HIS DRIVING TEST, DIDN'T
HE?
HE'S GOING TO TAKE IT AGAIN, ISN'T
HE?</p> |
| <p>A. HE'S GOING TO TAKE THE TEST
AGAIN.
HE'LL PASS IT NEXT TIME.</p> | <p>B. HE'S GOING TO TAKE THE TEST AGAIN,
ISN'T HE?
HE'LL PASS IT NEXT TIME, WON'T HE?</p> |

5.

Do Step 3 only. A is the teacher. B is the whole class or a series of individual students. This drill provides practice in quantity comparison. You may want to repeat the drill, changing B's response to "Yes, but — has more".

- | | |
|--|---|
| <p>A. CANADA HAS A LOT OF PEOPLE.
U.S.A.</p> | <p>B. YES, BUT IT DOESN'T HAVE AS MANY
AS THE U.S.A.</p> |
| <p>A. MR. EATON HAD A LOT OF MONEY.
ROCKEFELLER</p> | <p>B. YES, BUT HE DIDN'T HAVE AS MUCH AS
MR. ROCKEFELLER.</p> |
| <p>A. CANADA HAS A LOT OF OIL.
SAUDIA ARABIA</p> | <p>B. YES, BUT IT DOESN'T HAVE AS MUCH
AS SAUDIA ARABIA.</p> |
| <p>A. MONTREAL HAS A LOT OF FRENCH
THEATRES. PARIS</p> | <p>B. YES, BUT IT DOESN'T HAVE AS MANY
AS PARIS.</p> |
| <p>A. ENGLAND MAKES A LOT OF MOVIES.
U.S.A.</p> | <p>B. YES, BUT IT DOESN'T MAKE AS MANY
AS THE U.S.A.</p> |

NOTES

Unit Six—LESSON FOUR

CONTENT

PATTERNS	VOCABULARY	
How long has he been/lived here? He's been/lived here since 1970. He's been/lived here for 2 years. Have you lived here for a long time? Have you worked there for a long time? Yes, I have/No, I haven't. Where did you work before that? Where have you been? I haven't seen you for a long time.	NOUNS	EXPRESSIONS
What's the phone number of the fire department?	education experience accident emergency information initial area code directory assistance laundromat post office loan burglar opening plumber tap pipe bulletin board member identification (bank) account fire department police department ambulance withdrawal slip deposit slip library librarian report fiction biography	call station-to-station call person-to-person call direct cash a cheque make an appointment with right away
What's the phone number for all emergencies? Whom/Who do you call if you're sick? there's a fire? your car doesn't start?		ADJECTIVES
What do you do if there's a burglar in your house?		extra broken
Can you please give me the phone number of ____? Yes, that's him. I'd like to make a long-distance phone call to ____.		VERBS
What did you go there for? He wanted to learn how to drive. He went to the bank to take out some money.		apply (for) meet withdraw take out deposit put in become mail owe bring back call back fill out Past Participles: lived worked seen been known left
This is her 3rd time this week. You owe 4 cents for every book for every extra day. You owe (the library) \$1.68. Why did ____ get the job as a mechanic?		ADVERBIALS
		finally next month

UNIT SIX — LESSON FOUR

STRUCTURE NOTES

Present Perfect Tense: The Present Perfect Tense is introduced here for the first time. This tense has a few uses or meanings. In this lesson it is used to denote an action or state which began in the past and continues into the present.

- e.g. He's been here for 10 years/since 1965.
 I've known him for a long time.
 I haven't seen you for a long time (till now).
 Where have you been (till now)?
 I've been sick (till now).

In Practice 6 the Present Perfect Tense is contrasted to the Habitual and Simple Past Tenses. It is important to make this contrast so as to stress the peculiar use of this tense. Since most other languages do not have a corresponding tense (i.e. one which is used to cover the area between past time and present time) many students may make the mistake of using another tense in its place, such as the Habitual or Present Continuous. This results in incorrect sentences such as the following:

- e.g. I am here since 1960.
 I live here for 10 years.
 I am living here for a long time.

The Present Perfect Tense is practised in Lesson 4 with all persons in the following patterns:

Present Perfect Tense

	I/You/We/They He/She	have has		lived worked	here there	since 1969. for 2 years.	Affirmative Statement
	I	have	n't	seen	you	for a long time.	Negative Statement
	Have	you		been	here	for a long time?	Yes/No Question
How long	have has	you he		lived been	here? Prime Minister?		Question-word Question
Where	have	you		been?			

Short Answers

Yes, I have. Yes, he has.	Affirmative
No, I have not. (haven't) No, he has not. (hasn't)	Negative

Explain that this tense is made up of the auxiliary "have" plus the past participle. As with other tenses or verb patterns containing an auxiliary, the question pattern is formed by reversing the subject and auxiliary, and the short answers repeat the auxiliary.

- e.g. I have been sick. I am working now. I can lift it.
 Have you been sick too? Are you working too? Can you lift it too?
 Yes, I have. Yes, I am. Yes, I can.

UNIT SIX — LESSON FOUR

Contrast the patterns above with the questions and short answer patterns of tenses which have no auxiliary.

e.g. I work here.

Do you work here too?

Yes, I do.

I lived here.

Did you live here too?

Yes, I did.

The regular past participles will cause students no difficulty, since they are the same in form and pronunciation as the “—ed” Simple Past Tense forms, e.g. “lived, worked”. A few irregular past participles have also been introduced in this lesson. These are: “been, seen, known, left”. The use of “’s” as a contracted form of “has” should be pointed out. Students may confuse this “’s” with the one used for the verb “is”, as in “He’s here. He’s working now”. Explain that “’s” followed by a past participle always means “has”, whereas one followed by an “—ing” form always means “is”.

“Since” and “For” Phrases: This lesson provides extensive practice in forming Present Perfect sentences followed by “since” or “for” phrases. The two types of phrases are differentiated in almost all of the Conversation Practices and are further contrasted in Manipulation Drill 2. Explain that “since” is followed by a word or phrase which denotes a specific time and which answers the question “when”, whereas “for” is followed by a word or phrase which denotes a time interval or duration and which answers the question “how long”.

e.g. “since” + specific time

September

1965

5 years ago

last week

this morning

“for” + time duration

a month

2 years

half a day

a week

a few hours

a long time

“If” Clause: Adverbial clauses beginning with “if” are introduced in Practice 9.

e.g. Whom/Who do you call (if there’s a fire)?

What do you do (if you have a toothache)?

You may want to compare these to the adverbial clauses beginning with “when” introduced in Unit Five, Lesson 2. Point out that the use of “if” connotes a certain unusualness whereas “when” is used with more common situations.

Note that the pronoun “you” used in Practice 9 is the generic “you”, meaning “one” or “anyone”.

Infinitive Clause of Purpose: In Practices 12 and 13 the students are introduced to a new type of clause, beginning with an infinitive and answering the question “why” or “what . . . for”.

e.g. He went to the bank (to take out some money).

She went to school (to learn something).

The question word “what . . . for” may cause some problems, since it is made up of two separate words, one at the beginning of the sentence, and the other at the end.

e.g. What did he go to the drugstore for?

What did she go to the post office for?

UNIT SIX — LESSON FOUR

SUGGESTIONS

Teaching Aids: Calendar, telephone directory, bank slips (e.g. a cheque, a withdrawal slip, a deposit slip), a library card.

Making Phone Calls: In Practices 10 and 11 the students carry out mock telephone conversations with the information operator and the long-distance operator. You may want to refer back to Unit Five, Lesson 4, Practices 10-13 for further practice in telephone conversations. Have the students make up their own telephone conversations to suit situations which you provide. For example: have them call a doctor to ask what to do in the case of a child being sick or in the case of a bad headache, have them call the police department to complain about neighbours making noise or to report a burglary, have them call a dentist to complain about a toothache and to make an appointment, have them call a garage about a car that doesn't start, have them call an electrician about an appliance that doesn't work and to ask him to come fix it, have them call the hydro company to complain about the electricity having gone off, have them call a hospital for an ambulance, have them call for a taxi, etc. In all of these cases, get one student to play the role of the caller and another student to play the role of the person at the other end of the line. Note that the Students' Workbook contains two such dialogues, one about making an appointment with a doctor (Picture 3) and one about calling a plumber (Picture 4). Have students take turns reading roles in these dialogues and then have them make up their own dialogues to suit such situations.

Students' Workbook: With Picture 2 in the Students' Workbook, the students are asked to fill out an application form about themselves. This particular form only asks for certain information. You may want to prepare copies of a longer, more comprehensive form, for the students to fill out. The students themselves may have come across application forms which ask for other information and will want to ask the meaning of certain terms or even the legality of certain questions. In writing paragraphs about themselves, students should be encouraged to use a variety of sentence patterns. Ask them not to begin each sentence with the pronoun subject, but to place adverbials of time at the beginning of a sentence at times.

The dialogues accompanying Pictures 5 and 6 can lead to useful discussion about bank procedures. Bring some sample cheques, withdrawal slips and deposit slips to class and give the students practice in filling these out. You might want to mention the names of nearby banks and explain how to get to them. Ask students which banks they go to and why.

The library picture and story-dialogue can also be used for further discussion. Ask students if they belong to a library, explain where the central library and nearby branches are, and show them what a library card looks like. Have them ask one another what kind of books they like reading. You may also want to ask them to compare the libraries in your city with those in their native cities or countries.

Game:

How long have I —?

Write a list of Past Tense verbs and another list of past participles on the blackboard.

e.g. came	been
moved	lived
got (a job)	worked
met	known

UNIT SIX — LESSON FOUR

Have one student make a statement with each Past Tense verb and then have him ask a "how long" question with each past participle. The other students try to answer the question as quickly as possible, using a "for" phrase.

e.g. Student A: "I came here in 1970. How long have I been here?"

Student B: "You've been here for — years".

Student A: "I got a job at — in May. How long have I worked there?"

Student B: "You've worked there for — months".

etc.

CONVERSATION PRACTICES

1.

Do Step 3 only. A is the teacher and B is the whole class or a series of individual students. This Practice reviews patterns of comparison of adverbs, adjectives and noun quantities. Put the following chart on the blackboard before beginning the Practice.

Name	Accidents last year (countable noun)	Trouble with the police (uncountable noun)	How he drove (adverb)
John	3 fewest —	least —	least —
Paul	5 more — fewer —	more — less —	more — less —
David	10 most —	most —	most —

A. WHO HAD THE MOST/FEWEST ACCIDENTS LAST YEAR?

B. DAVID/JOHN DID.

A. DID PAUL HAVE MORE ACCIDENTS THAN JOHN?

FEWER ACCIDENTS THAN DAVID?

B. YES, HE DID.

A. WHO HAD THE MOST/LEAST TROUBLE WITH THE POLICE?

B. DAVID/JOHN DID.

A. DID PAUL HAVE MORE TROUBLE WITH THE POLICE THAN JOHN?

LESS TROUBLE WITH THE POLICE THAN DAVID?

B. YES, HE DID.

A. WHO DROVE THE MOST/LEAST DANGEROUSLY?

B. DAVID/JOHN DID.

A. DID PAUL DRIVE MORE DANGEROUSLY THAN JOHN?

LESS DANGEROUSLY THAN DAVID?

B. YES, HE DID.

A. WHO IS THE WORST/BEST DRIVER?

B. DAVID/JOHN IS.

A. WHY DID DAVID HAVE THE MOST TROUBLE WITH THE POLICE?

B. BECAUSE HE HAD THE MOST ACCIDENTS.

A. WHY DID DAVID HAVE THE MOST ACCIDENTS?

B. BECAUSE HE DROVE THE MOST DANGEROUSLY.

2.

Do Steps 1-4. Practise each of the alternatives for Line 3 separately. Then allow the students to choose whichever answer they want for Line 3. Provide them with blackboard cues, such as: "the best, the most —ly, the fewest". Continue with questions about other occupations, asking students to make up their own answers.

- e.g. Why did — get the nursing/teaching job?
Why did — get the job as a waiter/doctor/mechanic?*

Then practise a general question which doesn't refer to a specific occupation.

- e.g. A. Why did — get the job?
B. Because he has the best education.
or
Because he has the most experience.*

**A. KAREN, BETTY AND SHEILA APPLIED FOR THE SAME TYPING JOB.
WHY DID KAREN GET THE (TYPING) JOB?**

**B. BECAUSE SHE TYPES THE BEST.
TYPES THE MOST CAREFULLY.
MAKES THE FEWEST MISTAKES.**

**A. JOHN, PAUL AND DAVID APPLIED FOR THE SAME DRIVING JOB.
WHY DID JOHN GET THE (DRIVING) JOB?**

**B. BECAUSE HE DRIVES THE BEST.
DRIVES THE MOST CAREFULLY.
HAS THE FEWEST ACCIDENTS.**

3.

Do Steps 1-3 only. This Practice introduces the Present Perfect Tense. Only affirmative statements in the 3rd person singular are drilled here (Line 3). Explain that the Present Perfect Tense is made up of an auxiliary (in this case "has") and a past participle (in this case "been" or "lived"). At first use fictitious names and dates (e.g. Mr. Malik — 1930, Mr. Ahmad — 1970) in Line 1. Then ask various students when they came to Canada, using their names and dates of arrival in Line 1. Practise "been" and "lived" separately. In Line 3 practise "since" first, and then "for". Then allow students to use either.

- A. MR. AHMAD CAME TO CANADA IN (e.g. 1970).
HOW LONG HAS HE BEEN/LIVED HERE?
B. HE'S BEEN/LIVED HERE SINCE (e.g. 1970).
FOR (e.g. a year).**

Repeat the Practice, this time using the verb "became" in Line 1. Continue with other provinces of Canada, as well as other statements about political figures and countries.

- e.g. Trudeau became Prime Minister of Canada in 1968.
How long has he been Prime Minister of Canada?
Nixon became President of the U.S.A. in 1968.
How long has he been President of the U.S.A.?
— became a member of the U.N. in —.
How long has it been a member of the U.N.?*

UNIT SIX — LESSON FOUR

- A. NEWFOUNDLAND BECAME A PROVINCE IN 1949.
HOW LONG HAS IT BEEN A PROVINCE?**
**B. IT'S BEEN A PROVINCE SINCE 1949.
FOR (e.g. 22 years).**

Pronunciation Hint: The pronunciation of sentences containing the Present Perfect Tense must be drilled extensively. Point out that the auxiliary "has" is not stressed and is usually contracted with the preceding pronoun in affirmative statements, e.g. "he's" /hiyz/ and "it's" /its/. Students may confuse the use of "'s" for the 3rd person "has" in the Present Perfect Tense with the use of "'s" to represent "is". Note that the pronunciation of the past participles follows the same sound rules as the pronunciation of the Simple Past Tense. "Been", an irregular past participle, is usually pronounced /bin/.

4.

Do Steps 1-4. Then develop into a chain. In this Practice affirmative statements and question-word questions are practised. Carry out the Practice with "since" first, and then with "for". Then allow students to use either. Continue with the name of your city in place of "Canada". Stress the fact that "since" is followed by a specific time expression answering the question "when", whereas "for" is followed by an expression of time duration answering the question "how long". Interrupt the chain with questions in the 3rd person, e.g. "How long has he/she been here?"

- A. I'VE BEEN/LIVED IN CANADA SINCE (e.g. 1968, September, last month).
FOR (e.g. 3 years, 5 months, a month).
HOW LONG HAVE YOU BEEN/LIVED HERE?**
**B. I'VE BEEN/LIVED HERE SINCE (e.g. last summer, last July).
FOR (e.g. half a year, 7 months).**

Pronunciation Hint: Point out that "I've been" is a contraction of "I have been" and that the auxiliary "have" is not stressed and is usually contracted with the preceding pronoun in affirmative statements (Lines 1 and 3). In this Practice it seems most natural to put the primary stress on the pronouns, since "I" and "you" are being contrasted.

5.

Do Steps 1-4. In this Practice yes/no questions in the Present Perfect Tense are introduced. Continue with other verb phrases in place of "lived here", e.g. "been here, gone to school here". Continue with questions in the 3rd person.

*e.g. Has he lived here for a long time?
How long has he lived here?*

- A. HAVE YOU LIVED HERE FOR A LONG TIME?**
**B. YES, I HÁVE. I'VE LIVED HERE SINCE (e.g. 1950).
FOR (e.g. 21 years).**

or

**NO, I HÁVEN'T. I'VE ONLY LIVED HERE SINCE (e.g. 1970).
FOR (e.g. a year).**

Pronunciation Hint: Point out that the auxiliary ("have" or "has", as the case may be) is stressed in short answers. Also show the students how "have" and "has" are contracted with "not" in negative sentences.

UNIT SIX — LESSON FOUR

6.

Do Steps 1-3 only. This Practice contrasts the Present Perfect Tense with the Habitual Tense and the Simple Past Tense. The past participle "worked" is introduced.

A. WHERE DO YOU LIVE/WORK NOW?

B. I LIVE/WORK AT ____.

A. HAVE YOU LIVED/WORKED THERE FOR A LONG TIME?

**B. YES, I HAVE. I'VE LIVED/WORKED THERE SINCE ____,
FOR ____.**

or

**NO, I HAVEN'T. I'VE ONLY LIVED/WORKED THERE SINCE ____.
FOR ____.**

A. WHERE DID YOU LIVE/WORK BEFORE THAT?

B. BEFORE THAT I LIVED/WORKED AT ____.

7.

Do Steps 1-4. The irregular past participle "seen" is introduced. Continue with "Where has he/she been?"

**A. I HAVEN'T SEEN YOU FOR A LONG TIME.
WHERE HAVE YOU BEEN?**

**B. I'VE BEEN IN/AT ____.
SICK/BUSY/TIRED, etc.**

8.

Do Steps 1-4. In Line 1 use the names of students in the classroom. Note the irregular past participle "known". The verb "meet - met" is practised here for the first time. For Steps 3 and 4 list the alternatives for Line 2 on the blackboard as cues for the students.

A. DO YOU KNOW ____?

**B. OF COURSE I DO. I'VE KNOWN HIM/HER FOR A LONG TIME.
FOR (e.g. a month).
SINCE (e.g. May).**

A. WHERE DID YOU MEET HIM/HER?

**B. I MET HIM/HER HERE.
IN ____.
AT ____.**

9.

Do Steps 1-3 only. Note that a clause beginning with "if" is used here for the first time. You may prefer to use the less formal pattern "Who do you call . . .?" in Line 1. Explain the meaning of "emergency" after you have carried out the Practice. At the same time give the students the phone numbers of the fire department, the police department, an ambulance service, and a large hospital in your city. If your city has a general emergency phone number, provide them with that too.

*e.g. What's the phone number of the fire department?
of the police department?
of an ambulance service?
for all emergencies?*

UNIT SIX — LESSON FOUR

Continue with any other emergencies which the students may ask about. Encourage the students to ask you questions in the form of "Whom do you call if . . .?" or "What do you do if . . .?" so that they can find out as much as possible about emergency procedures.

A. WHOM DO YOU CALL IF YOU'RE SICK?

THERE'S A FIRE?

THERE'S AN ACCIDENT?

SOMEBODY IS VERY SICK?

THERE'S A BURGLAR IN YOUR HOUSE?

YOU HAVE A TOOTHACHE?

YOUR STOVE/REFRIGERATOR DOESN'T WORK?

THE ELECTRICITY DOESN'T WORK?

YOUR CAR DOESN'T START?

etc.

B. YOU CALL A DOCTOR.

THE FIRE DEPARTMENT.

THE POLICE.

AN AMBULANCE/A HOSPITAL.

THE POLICE.

A DENTIST.

AN ELECTRICIAN.

THE HYDRO COMPANY.

A GARAGE/THE MOTOR LEAGUE.

10.

Do Steps 1-3 only. In this Practice the student plays the role of someone calling Information (Directory Assistance). The teacher is A, asking the question in Line 2 and then playing the role of the operator. The student is B. Before beginning the Practice, make a black-board list of names for the students to use in Lines 1, 5 and 7. Ask the following questions:

A. What do you do if you don't know somebody's phone number?

B. You look it up in the phone book/telephone directory.

A. What do you do if you don't have a phone book?

B. You call/dial information/directory assistance.

B. I DON'T HAVE (e.g. Mr. Baker's) PHONE NUMBER.

A. WHAT ARE YOU GOING TO DO?

B. I'M GOING TO CALL INFORMATION/DIRECTORY ASSISTANCE.

A. DIRECTORY ASSISTANCE.

**B. HELLO. CAN YOU PLEASE GIVE ME THE PHONE NUMBER OF (A)
(e.g. Mr. Baker).**

**A. I'M SORRY, THERE ARE A LOT OF (e.g. Mr. Bakers) IN THE CITY.
DO YOU HAVE HIS FIRST NAME OR INITIAL?**

B. YES, IT'S (e.g. Mr. John F. Baker).

A. THERE'S A (e.g. Mr. John F. Baker) AT (e.g. 1531 Wilson) STREET.

B. YES, THAT'S HIM.

A. THE NUMBER IS (e.g. 789-5023).

B. THANK YOU.

UNIT SIX — LESSON FOUR

11.

Do Steps 1-3 only. In this Practice the student plays the role of someone trying to make a long-distance telephone call. The teacher is A, asking the question in Line 1 and then playing the role of the operator. The student is B. Before beginning the Practice, make a blackboard list of names with their addresses and phone numbers.

*e.g. Montreal — 439-8756 — Jim Banks
Winnipeg — 221-6050 — Catherine Taylor
New York — 679-3322 — Michael Grant*

A. WHAT ARE YOU GOING TO DO?

B. I'M GOING TO CALL (e.g. Michael Grant) IN (e.g. New York).

A. OPERATOR.

B. HELLO. I'D LIKE TO MAKE A LONG-DISTANCE PHONE CALL TO (e.g. Montreal), PLEASE.

A. WHAT NUMBER DO YOU WANT TO CALL IN THAT CITY?

B. (e.g. 679-3322).

**A. YOU CAN CALL THAT
NUMBER DIRECT.
DIAL THE AREA
CODE (e.g. 212), AND
THEN THE NUMBER.**

or **A. DO YOU WANT TO CALL STATION-TO-STATION OR PERSON-TO-PERSON?**

B. STATION-TO-STATION, PLEASE.

or

**PERSON-TO-PERSON, PLEASE,
TO (e.g. Mr. Michael Grant).**

12.

Do Steps 1-3 only. A is the teacher. This Practice introduces the infinitive clause of purpose, e.g. "He went to the bank (to take out some money)". Continue with the following:

<i>Mr. Baker</i>	<i>the bank</i>	<i>put in/deposit some money get a loan cash a cheque</i>
<i>Peter</i>	<i>the post office</i>	<i>send/mail/pick up a package</i>
<i>Eva</i>	<i>the drugstore</i>	<i>get some medicine</i>
<i>Eva</i>	<i>the supermarket</i>	<i>get/buy some food</i>
<i>Andrew</i>	<i>school</i>	<i>learn something</i>
<i>Peter</i>	<i>a laundromat</i>	<i>wash his clothes/do his laundry</i>
<i>Mrs. Baker</i>	<i>a driving school</i>	<i>learn how to drive</i>

You may prefer to use "a" instead of "the" with "bank, post office, drugstore" or "supermarket".

**A. MR. BAKER WENT TO THE BANK. HE WANTED TO TAKE OUT/
WITHDRAW SOME MONEY.**

WHAT DID HE GO TO THE BANK FOR?

B. HE WENT TO THE BANK TO TAKE OUT/WITHDRAW SOME MONEY.

UNIT SIX — LESSON FOUR

13.

Do Steps 1-4. For Steps 3 and 4 provide the students with a blackboard list of places and activities for substitution in Lines 2 and 4.

e.g. post office

bank

city hall

send/mail/pick up a package

get a loan

pay my taxes/pay a fine

(Refer to Practice 12 for further examples.)

A. WHERE WERE YOU ALL DAY/MORNING, etc.?

B. I WAS AT THE/A (e.g. post office, laundromat).

A. WHAT DID YOU GO THERE FOR?

B. I WENT THERE TO (e.g. mail a package, wash my clothes).

MANIPULATION DRILLS

1.

Do Step 3 only. A is the teacher and B is the whole class, one student or a series of individual students. This is a multiple substitution drill. Substitute pronouns, verbs and "since/for" phrases separately at first. Then mix them.

I	've	worked	here	since	January 1st.
You	've	lived			last week/year.
We	've	been			two months ago.
They	've				1968.
He	's			for	a few years.
She	's				a week and a half.
					a long time.
					half a year.

A. I'VE WORKED HERE SINCE JANUARY 1st. HE

B. HE'S WORKED HERE SINCE JANUARY 1st.

A. WE/SHE/YOU/THEY

A. I'VE WORKED HERE SINCE JANUARY 1st. LIVED

B. I'VE LIVED HERE SINCE JANUARY 1st.

A. BEEN

A. I'VE WORKED HERE SINCE JANUARY 1st. FOR 2 YEARS

B. I'VE WORKED HERE FOR 2 YEARS.

A. SINCE LAST WEEK/FOR A FEW YEARS/SINCE TWO MONTHS AGO, etc.

A. I'VE WORKED HERE SINCE JANUARY 1st. HE

B. HE'S WORKED HERE SINCE JANUARY 1st.

A. LIVED

B. HE'S LIVED HERE SINCE JANUARY 1st.

A. FOR A YEAR

B. HE'S LIVED HERE FOR A YEAR.

A. WE/SINCE 1968/BEEN, etc.

UNIT SIX — LESSON FOUR

2.

Do Step 3 only. A is the teacher and B is the whole class or a series of individual students. The students repeat the teacher's sentence, inserting either "since" or "for". Explain again that "since" is followed by an expression which answers the question "when", whereas "for" is followed by an expression which answers the question "how long".

<i>He's been here</i>	_____	<i>September.</i>
<i>She's lived here</i>	_____	<i>2 years.</i>
<i>I've worked here</i>	_____	<i>5 years ago.</i>
<i>He's known John</i>	_____	<i>half a year.</i>
<i>They haven't seen Mary</i>	_____	<i>last winter.</i>
<i>We haven't been there</i>	_____	<i>March, 1970.</i>
<i>I haven't seen you</i>	_____	<i>a long time.</i>
<i>They haven't been here</i>	_____	<i>this morning.</i>
<i>You've worked here</i>	_____	<i>a week.</i>
<i>I've known them</i>	_____	<i>a few years.</i>

- A. HE'S BEEN HERE — SEPTEMBER.**
B. HE'S BEEN HERE SINCE SEPTEMBER.
A. SHE'S LIVED HERE — 2 YEARS.
B. SHE'S LIVED HERE FOR 2 YEARS.
 etc.

3.

Do Step 3 only. A is the teacher and B is a series of individual students. The students are given a sentence in the Simple Past Tense and are required to produce an appropriate comment, using the Present Perfect Tense and a "for" phrase.

- A. THEY CAME HERE IN 1965.** **B. THEN THEY'VE BEEN HERE FOR —**
 LAST APRIL.
 TWO HOURS AGO.
 A YEAR AGO.
 ON DECEMBER 1st.

4.

Do Step 3 only. A is the teacher and B is a series of individual students. This drill provides practice in differentiating between the Simple Past Tense and the Present Perfect Tense, both in meaning and in sound. The teacher (A) makes a statement either in the Simple Past Tense or in the Present Perfect Tense. The student (B) must respond with a sentence which is appropriate to the tense of the teacher's sentence. Note that the only difference between the teacher's 2 sentences is the "'s" or "'ve" /z/ or /v/, of the Present Perfect auxiliary.

In a more complicated form of the same drill, the teacher makes a blackboard list of responses, some appropriate to the Simple Past Tense, and some appropriate to the Present Perfect Tense. The student (B) can choose his response from this list.

- | | |
|--------------------------------|---|
| <i>e.g. When did he leave?</i> | <i>He's not here/there now, is he?</i> |
| <i>Is he going to stay?</i> | <i>He's still here/there now, isn't he?</i> |
| <i>Why did he leave?</i> | <i>Where does he live now?</i> |
| <i>Why hasn't he left?</i> | <i>How long is he going to stay?</i> |
| <i>When did he come?</i> | <i>etc.</i> |

UNIT SIX — LESSON FOUR

- | | |
|---|----------------------------|
| A. HE LIVED IN CANADA FOR 10 YEARS. | B. WHEN DID HE LEAVE? |
| A. HE'S LIVED IN CANADA FOR 10 YEARS. | B. IS HE GOING TO STAY? |
| A. THEY LIVED IN TORONTO FOR A YEAR. | B. WHEN DID THEY LEAVE? |
| A. THEY'VE LIVED IN TORONTO FOR A YEAR. | B. ARE THEY GOING TO STAY? |
| A. I LIVED IN SPAIN FOR 4 YEARS. | B. WHEN DID YOU LEAVE? |
| A. I'VE LIVED IN SPAIN FOR 4 YEARS. | B. ARE YOU GOING TO STAY? |
| A. SHE WORKED AT GRANT'S FOR A MONTH. | B. WHEN DID SHE LEAVE? |
| A. SHE'S WORKED AT GRANT'S FOR A MONTH. | B. IS SHE GOING TO STAY? |

5.

Do Step 3 only. A is the teacher and B is a series of individual students. This is a question formation drill. You may want to cue the students with the question words.

- | | |
|---|---|
| A. HE'S BEEN HERE FOR A WEEK.
HOW LONG | B. HOW LONG HAS HE BEEN HERE? |
| A. SHE'S KNOWN BOB SINCE MAY.
HOW LONG | B. HOW LONG HAS SHE KNOWN BOB? |
| A. THEY'VE WORKED THERE SINCE LAST
SUMMER. HOW LONG | B. HOW LONG HAVE THEY WORKED
THERE? |
| A. IT TAKES 2 DAYS TO GET THERE BY
CAR. HOW LONG | B. HOW LONG DOES IT TAKE TO GET
THERE? |
| A. I LIVED THERE FOR 10 YEARS. HOW
LONG | B. HOW LONG DID YOU LIVE THERE? |
| A. I'VE LIVED HERE FOR HALF A YEAR.
HOW LONG | B. HOW LONG HAVE YOU LIVED HERE? |
| A. WE WORKED IN MEXICO FOR 2
MONTHS. HOW LONG | B. HOW LONG DID YOU WORK IN
MEXICO? |
| A. HE WORKS WELL. HOW | B. HOW DOES HE WORK? |
| A. HE WEIGHS 200 POUNDS. HOW
MUCH | B. HOW MUCH DOES HE WEIGH? |
| A. IT COST 5 DOLLARS. HOW MUCH | B. HOW MUCH DID IT COST? |
| A. IT'S 3 FEET LONG. HOW LONG | B. HOW LONG IS IT? |
| A. IT'S 500 MILES FROM HERE. HOW
FAR | B. HOW FAR IS IT FROM HERE? |
| A. KAREN TYPED THE MOST CAREFULLY.
WHO | B. WHO TYPED THE MOST CAREFULLY? |
| A. A STATIONWAGON HOLDS THE MOST
PEOPLE. WHAT KIND OF | B. WHAT KIND OF CAR HOLDS THE
MOST PEOPLE? |
| A. I'D LIKE FILTERED CIGARETTES,
PLEASE. WHAT KIND OF | B. WHAT KIND OF CIGARETTES WOULD
YOU LIKE? |
| A. I WENT TO THE POST OFFICE TO SEND
A PACKAGE. WHAT...FOR | B. WHAT DID YOU GO TO THE POST
OFFICE FOR? |
| A. WE WENT TO THE ROCKY MOUNTAINS
TO GO SKIING. WHAT...FOR | B. WHAT DID YOU GO TO THE ROCKY
MOUNTAINS FOR? |
| A. THEY WENT TO THE BANK TO GET A
LOAN. WHAT...FOR | B. WHAT DID THEY GO TO THE BANK
FOR? |
| A. YOU CALL THE FIRE DEPARTMENT.
WHAT...IF | B. WHAT DO YOU DO IF THERE'S A
FIRE? |

NOTES

Unit Six — LESSON FIVE

CONTENT

PATTERNS	VOCABULARY	
<p>Have you ever lived in Spain? Have you ever gone to/been to City Hall? Have you ever had maple syrup? Have you ever heard of Katmandu?</p> <p>How many times have you been there? I've been there many/a few times. I've only been there once. I've never gone to a baseball game. Have you?</p> <p>Then let's go to one this week. Let's go to the museum. Let's go see "Gone with the Wind".</p> <p>But I've seen it already. But I've already seen it. I've lost 3 pounds already. I haven't seen it yet. Have you seen it yet? No, not yet. Haven't you seen it yet? You haven't seen that yet, have you? But you've seen that already, haven't you?</p> <p>What's playing at the Mayfair? Who's playing in it? What would you like to go see?</p> <p>I've just finished an exam. Where has Mary just been?</p> <p>I've got one just like it and I got mine at ____. After dinner they all sat around the table . . . I'd like to take all of you to a movie. I've never eaten so much in my life. I'm so full I can't move. Has Margaret been there longer than Helen?</p>	NOUNS	EXPRESSION
	<p>zoo art gallery tent queen prime minister exercise museum city hall trailer discotheque life actor drier</p> <p>Animals: monkey gorilla polar bear beaver</p> <p>Names of Foods: goulash chow mein malt beer maple syrup onion soup goat's milk octopus snake bacon and eggs</p> <p>Names of Games: lacrosse monopoly</p>	That's a good idea
		ADJECTIVES
		<p>special great</p>
		<p>VERB</p> <p>lose</p> <p>Past Participle: lost had eaten drunk gone to been to played watched talked to</p>

STRUCTURE NOTES

Present Perfect Tense: In the previous lesson, practice was given in the use of the Present Perfect Tense with “since” and “for”, to denote an action or state begun in the past and continued into the present. In Lesson 5, the Present Perfect Tense is practised with “ever/never” and “already/yet”. In these patterns (statements and questions) no mention is made of a past time. When asking questions such as “Have you ever been to Spain?” or “Have you seen City Hall yet?” you are referring to the whole of a person’s lifetime up to the present. The same is true, of course, with statements such as “I’ve never gone to a baseball game” and “I haven’t seen that movie yet”.

Students may confuse the use of the Present Perfect Tense and the Simple Past Tense, forming incorrect sentences such as:

When have you lived there?
 When have you seen him?
 I’ve gone to the 1958 Brussels World Fair.

These sentences are incorrect because the Present Perfect Tense has been used together with a past marker, that is, together with some reference to or question about a specific past time, e.g. “when, 1958”. Emphasize the fact that the Present Perfect Tense is never used to refer to or ask about something already completed and therefore cannot be used with past markers answering the question “When?”. The Simple Past Tense, on the other hand, is used to refer to or ask about something already completed and is therefore often coupled with specific past markers. Practices 1 and 12 of this lesson offer a useful contrast between these 2 tenses.

e.g.

Simple Past Tense with past marker

When did you live there?
 I lived there from — to —.

Which one did you go to?
 I went to the Brussels Fair.
 I went to Expo 67.

} referring to
 world fairs,
 which take
 place within
 a specific
 time period

Present Perfect Tense with no past marker

How long have you lived here?
 I’ve lived here for 2 years..
 I’ve lived here since 1970.

Have you ever been to a world fair?

Point out that “yet” is used with the negative and question forms of a verb, whereas “already” is used with the affirmative form of the verb. “Already” can also be used with questions, but this use is not introduced at this point since it would require explaining the subtle differences between questions such as “Have you seen it yet?” and “Have you seen it already?”

An additional use of the Present Perfect, quite apart from all of its other uses, is introduced in Practice 10 and given further practice with Pictures 5 and 6. This is the use of the Present Perfect Tense with “just” to refer to an action completed in the immediate past.

e.g. I’ve just finished work and I’m too tired.
 He’s just been to the doctor.
 She’s just been to the hairdresser.

UNIT SIX — LESSON FIVE

The following chart outlines the various Present Perfect patterns introduced in Lesson 5:

Present Perfect Tense

How many times	I I Have have	have have you you	never ever	been gone to seen been	there a baseball game. a polar bear? there?	a few times.	with "ever" and "never"
	I I Have have	have haven't you	already	seen eaten paid	it. it the bill	yet. yet?	with "yet" and "already"
Where What	I I has have	have he they	just just just	finished been? seen?	an exam.		with "just"

A large number of new past participles are practised in this lesson. The regular ones should pose no problems. The irregular ones, however, may have to be drilled more extensively.

e.g. "had, made, heard of, met, lost, drunk, gone to, written, eaten".

Question Tags: Question tags with the Present Perfect are introduced in Practices 4 and 8 and drilled in Manipulation Drill 3. Point out that these question tags repeat the auxiliary of the main sentence, just as do question tags with "be", "can", "going to" and "will".

e.g. You're sick, *aren't* you?
 You're drinking a lot, *aren't* you?
 You *can't* get up, *can* you?
 You're not going to go to work, *are* you?
 You'll get well, *won't* you?
 You *haven't* been sick for a long time, *have* you?

Uses of "Have": In Practice 14 and Manipulation Drill 3 the students are provided with some review of the various uses and forms of "have". The exercise of adding question tags to sentences containing "have" gives students practice in differentiating between these uses.

"have" as a main verb	They have a new phone number	——	don't they?
	She had a cold last week	——	didn't she?
"have got" as a main verb	She's got a new job	——	doesn't she?
	I've got one just like it	——	don't I?
"have" as an auxiliary	She's gone to bed already	——	hasn't she?
	He's had 3 colds since January	——	hasn't she?
	I've had it for a long time	——	haven't I?

Let's: Practices 4 and 7 introduce the use of "let's" followed by the base form of a verb, in this case "go". Note the constructions which follow "go".

e.g. Let's go to one this week.
 Let's go to the museum.
 Let's go see "The Adventure".

UNIT SIX — LESSON FIVE

“Just”: In this lesson, “just” is used for two completely different purposes. With the Present Perfect, it denotes that the action took place in the immediate past and it could be rephrased as “just now”.

e.g. I've just finished an exam.

In the construction “I've got one just like it”, “just” could be rephrased as “exactly”.

“So”: In previous lessons “so” occurred before adverbs, e.g. “I won't drive so quickly next time”. In this lesson, it occurs before an adjective and before “much”. (See Picture 7, Students' Workbook.)

e.g. I'm so full.

I've never eaten so much.

“All”: The same story in the Students' Workbook also contains 2 new patterns with “all”.

e.g. pronoun + “all” — They all sat around . . .

“all” + pronoun — I'd like to take all of you . . .

SUGGESTIONS

Teaching Aids: Pictures of animals (e.g. monkey, gorilla, polar bear, beaver), pictures of people playing games (e.g. lacrosse, football, soccer), a map of your city and the surrounding area, entertainment page from a newspaper.

Entertainment Page: Practices 7, 8 and 9 are to be carried out with the aid of an entertainment page from a newspaper. If you can, project the page onto a screen for the whole class to see at once or distribute copies among the students. Ask questions about movies, plays and shows currently playing.

e.g. Have you seen — yet?

What is/was it like?

Is it good?

Who's playing in it?

Do you like movies/plays?

Have the students make up dialogues, inviting one another to go see a movie or play. Have them make mock telephone calls to theatres to find out what's playing, when the last show starts, who's playing, etc.

Students' Workbook: The pattern “Have you ever” + past participle can be practised extensively by referring back to previous pictures in the Students' Workbook. Ask the students to turn to any pictures which you consider to be appropriate and ask questions of this type: “What is/are — doing? Have you ever — (too)?” Don't be afraid to introduce new past participles, especially if they are of the regular “-ed” type.

Picture 7 of Lesson 5 can be used for reviewing prepositions and unit expressions. Have the students look at the dining-room scene and ask them questions about the position of various items and the contents of the picture in general.

- e.g. Where is the window?
 What's on the buffet?
 Are there any flowers in the room?
 Where's the painting?
 Is there a bottle of milk on the table?
 How many glasses of wine do you see?
 etc.

Game:

Have you ever ——— ?

Student A makes up as many "Have you ever ———?" questions as he can, asking other students to answer "Yes, I have" or "No, I haven't". A's purpose is to try to stump the other students, that is, to come up with things which the other students have never done. He tries to get as many "No, I haven't" answers as possible. You may want to cue him with nouns:

- e.g. Have you ever had green tea/Turkish coffee/goat's milk?
 Have you ever been to a discotheque/circus/zoo/ballet?
 Have you ever gone skating/skiing/tobogganing?
 Have you ever taken headache pills/sleeping pills/drugs?
 etc.

CONVERSATION PRACTICES**1.**

Do Steps 1-3 only. Use a map of the world. Before beginning the Practice, ask "Have you lived here/in Canada for a long time?" and "How long have you lived here?" in order to review the use of the Present Perfect with "for" and "since". Then begin the Practice itself, which introduces the use of the Present Perfect with "ever". Note the contrast between the use of the Present Perfect with "ever" (no specific time given) and the Simple Past Tense with "when" and "from — to —" (referring to a specific time in the past). Continue with names of other countries and cities, pointing to them on the map as you ask the question in Line 1.

A. HAVE YOU EVER LIVED IN (e.g. Spain, England)?

B. NO, I HAVEN'T.

or

B. YES, I HAVE.

A. WHEN DID YOU LIVE THERE?

B. I LIVED THERE FROM ——— TO ———.

2.

Do Steps 1-3 only. Again make use of maps. Continue with other cities and towns (especially nearby ones), as well as familiar places of interest in your city (e.g. the museum, the art gallery, etc.). If B answers "No, I haven't", turn to another student, asking the question in Line 1 until you get an affirmative reply and can continue with the rest of the Practice. If B answers "only once" in Line 4, ask "When were you there?" so as to contrast the Present Perfect and Simple Past Tenses in the same conversation.

A. HAVE YOU EVER BEEN TO (e.g. Ottawa, City Hall)?

B. YES, I HAVE.

or

B. NO, I HAVEN'T.

A. HOW MANY TIMES HAVE YOU BEEN THERE?

B. I'VE BEEN THERE (e.g. many, a few) TIMES.

or

I'VE ONLY BEEN THERE ONCE.

3.

Do Steps 1-4. Continue with other places and events which are singular nouns, e.g. "a hockey/football/soccer game, a Mexican restaurant, a T.V. studio, a movie studio, a circus, a zoo, a nightclub, a discotheque, a rock show", etc. For Step 4 list these on the blackboard for the students to use in Line 1.

A. I'VE NEVER BEEN TO/GONE TO (e.g. a baseball game, a Japanese restaurant). HAVE YOU?

B. YES, I HAVE/NO, I HAVEN'T EITHER.

Pronunciation Hint: Note the stress on "you" in the 2nd sentence of Line 1. This serves to point out that the contrast is between "I" and "you".

4.

Do Steps 1-4. Continue with other places and events, such as those listed in Practice 3. For Steps 3 and 4 list these on the blackboard to cue the students. Note that "let's" is used here for the first time. Try to direct the question in Line 1 at students who have not been to these places or events, so as to give the conversation a sense of reality.

A. YOU'VE NEVER BEEN TO/GONE TO (e.g. a hockey game, a circus). HAVE YOU?

B. NO, I HAVEN'T.

A. THEN LET'S GO TO ONE THIS WEEK.

Pronunciation Hint: Note the stress on "have" in Line 1.

5.

Do Steps 1-4. Then develop into a chain. To cue the students for Step 4, prepare a blackboard list of verb phrases (verb + object, verb + adverbial). List the verbs in their base forms only, so that the students will have to form the past participles themselves. Point out which verbs are irregular and which form the past participle simply by the addition of "-ed".

e.g. (eat)	in a Chinese/Hungarian/Italian, etc., restaurant.
(have)	chow mein, goulash, spaghetti, etc.
(drink)	green tea, goat's milk, malt beer, etc.
(play)	baseball, lacrosse, football, hockey, chess, etc.
(watch)	T.V. in the morning.
(talk to)	the Prime Minister, the Queen, etc.
(see)	a monkey, a gorilla, a polar bear, a beaver, etc. anyone taller than 7 feet, etc.

The students will not be able to use these substitutions without understanding their meaning. Therefore, in doing Steps 1-3, explain any unfamiliar vocabulary. Use pictures if possible. When appropriate, interrupt the chain to ask students questions in the Habitual and Simple Past Tenses.

e.g. *Do you go to discotheques/eat spaghetti/play chess often?*
When did you live in France/see the Prime Minister?

UNIT SIX — LESSON FIVE

- A. HAVE YOU EVER EATEN** (e.g. French-Canadian food, in an Indian restaurant)?
HAD (e.g. onion soup, maple syrup)?
DRUNK (e.g. green tea)?
GONE TO (e.g. a circus, a discotheque)?
BEEN TO (e.g. Winnipeg, a hockey game)?
LIVED IN (e.g. France, a tent, a trailer)?
PLAYED (e.g. chess, monopoly, soccer)?
WATCHED (e.g. a hockey game on T.V.; the — show)?
SEEN (e.g. a bear, the Prime Minister)?
- B. YES, I HAVE/NO, I HAVEN'T.**

6.

Do Steps 1-4. As you ask the question in Line 1 you may want to write the name of the person, place or thing in question on the blackboard. Continue with other substitutions for Line 1, such as: names of political personalities, books, movies, magazines, places, geographical areas, etc. For Step 4 allow the students to form their own questions. This can become almost a game, with A trying to stump B.

- A. HAVE YOU EVER HEARD OF** (e.g. Trudeau, Katmandu, Gone with the Wind)?
B. YES, I HAVE.
HE'S (e.g. the Prime Minister, an artist), **ISN'T HE?** *or* **B. NO, I HAVEN'T.**
or **WHO IS HE/IT?**
IT'S (e.g. a city, a movie), **ISN'T IT?** **A. HE'S/IT'S —.**
A. YES, HE/IT IS.
or
NO, HE/IT ISN'T.

Pronunciation Hint: The pronunciation of "heard of" may cause problems. Point out that "of" is completely unstressed, so that the 2-word verb is pronounced /hɔːrd əv/.

7.

Do Steps 1-4. Continue with other substitutions in Line 1 (e.g. places of interest in the city, geographical place names, names of movies and plays). List these on the blackboard to cue the students for Step 4. Use names of movies, plays, etc. which are currently playing in your city. If possible, project the entertainment page of a newspaper onto the blackboard, or distribute a newspaper among the students, encouraging them to use the names of movies and plays advertised. Stress the fact that "already" is used in an affirmative statement whereas "yet" is used in a negative statement. "Already" is also commonly placed before the past participle.

- A. LET'S GO TO** (e.g. the museum, "The Adventure").
B. BUT I'VE BEEN THERE/SEEN IT ALREADY. *or* **B. THAT'S A GOOD IDEA. I HAVEN'T BEEN THERE/SEEN IT YET.**

8.

Do Steps 1-4. Use the entertainment page of a newspaper, either projecting it on the blackboard for the whole class or distributing it among the students. If this isn't possible, list on the blackboard names of movies currently playing in your city.

A. WOULD YOU LIKE TO GO TO A MOVIE?

B. SURE. WHAT WOULD YOU LIKE TO (GO) SEE?

A. WHAT ABOUT "____"? YOU HAVEN'T SEEN THAT YET, HAVE YOU?

B. NO, I HAVEN'T.

or

A. WHAT ABOUT "____"? BUT YOU'VE SEEN THAT ALREADY, HAVEN'T YOU?

B. YES, I HAVE.

9.

Do Steps 1-4. Again using the entertainment page of a newspaper, have the students substitute names of theatres in Line 1 and names of movies, plays, etc., in Line 2. Emphasize the use of "yet" in interrogative sentences. (Both "yet" and "already" are used with the interrogative, but the difference between them is too subtle to be dealt with at this point.)

A. WHAT'S PLAYING AT THE (e.g. Mayfair)?

B. "____". HAVE YOU SEEN IT YET?

A. YES, I HAVE/NO, I HAVEN'T.

10.

Do Steps 1-4. Continue with other substitutions in Line 2. Point out that "just" is used with the Present Perfect Tense to emphasize that an action took place in the immediate past. Ask questions in the 3rd person.

e.g. Why doesn't B want to go out?

Why doesn't B want any more coffee?

A. WOULD YOU LIKE TO GO OUT TONIGHT?

SOME MORE (e.g. coffee, cake)?

B. NO THANKS. I'VE JUST FINISHED (e.g. an exam, work) AND I'M TOO TIRED.

(e.g. 2 cups, 2 pieces).

11.

Do Steps 1-4. Continue with questions in the 3rd person.

e.g. How long has A been sick/on a diet?

How much weight has he lost?

How many times has he called the doctor?

A. I'VE BEEN SICK FOR (e.g. 3 days).

ON A DIET SINCE (e.g. last week).

B. HAVE YOU CALLED A DOCTOR YET?

LOST ANY WEIGHT YET?

A. OH YES, I'VE CALLED HIM TWICE ALREADY.

LOST 3 POUNDS ALREADY.

UNIT SIX — LESSON FIVE

12.

Do Steps 1-4. Note the contrast between the Present Perfect Tense in Lines 1 and 2 and the Simple Past Tense in Lines 3 and 4. The Present Perfect is used when no specific past time is stated or implied, whereas the Simple Past is used when referring directly or indirectly to a specific time.

A. HAVE YOU EVER BEEN TO A WORLD FAIR?

B. YES, I HAVE.

or

B. NO, I HAVEN'T.

A. WHICH ONE DID YOU GO TO?

A. DIDN'T YOU GO TO (e.g. Expo 67/71)?

B. I WENT TO (e.g. Expo 67/71).

B. NO, I WAS IN ____ THEN.

13.

Do Steps 1-4. Note the contrast between the Present Perfect Tense in Line 2 and the Simple Past Tense with a specific past time in Line 3.

A. THE PHONE/ELECTRICITY/GAS STOVE DOESN'T WORK.

B. HAVE YOU PAID YOUR PHONE/ELECTRIC/GAS BILL YET?

A. OH YES, I PAID IT (e.g. on Friday, last week).

or **A. NO, NOT YET.**

B. YOU'D BETTER HURRY.

14.

Do Steps 1-4. Then develop into a chain, with one student asking the next where he got an item. Continue with other nouns, e.g. "briefcase, ring, textbook, pipe, purse", etc. In Line 3 allow students to use either names of stores (e.g. at Grant's) or place names (e.g. in Toronto, on Yorkville St.). Emphasize the difference between "I've got" and "I got", as well as the difference between "I've got" and "I've had".

A. WHERE DID YOU GET YOUR (e.g. watch, pen)?

B. I CAN'T REMEMBER. I'VE HAD IT FOR A LONG TIME.

A. I'VE GOT ONE JUST LIKE IT, AND I GOT MINE AT/IN ____.

MANIPULATION DRILLS

1.

Do Step 3 only. A is the teacher and B is the whole class, one student or a series of students. This is a multiple substitution drill. Substitute pronouns and verb phrases.

(1)

Have	you they we I	ever	had a dog? lived/been in England? been to City Hall? seen that movie?
Has	he she		eaten Chinese food? played chess? talked to the Prime Minister?

UNIT SIX — LESSON FIVE

- A. HAVE YOU EVER HAD A DOG? THEY**
B. HAVE THEY EVER HAD A DOG?
A. HE
B. HAS HE EVER HAD A DOG?
A. LIVED IN ENGLAND
B. HAS HE EVER LIVED IN ENGLAND?
A. SEEN THAT MOVIE
B. HAS HE EVER SEEN THAT MOVIE?
A. YOU/EATEN CHINESE FOOD/SHE, etc.

(2)

I	've	seen	that movie	already.
You		been	there	
We		gone	to the museum	
They		paid	the phone bill	
He	's	lost	10 pounds	
She	's	gone	to bed	

- A. I'VE SEEN THAT MOVIE ALREADY. HE**
B. HE'S SEEN THAT MOVIE ALREADY.
A. GONE TO THE MUSEUM
B. HE'S GONE TO THE MUSEUM ALREADY.
A. THEY
B. THEY'VE GONE TO THE MUSEUM ALREADY.
A. WE/PAID THE PHONE BILL/SHE, etc.

(3)

I	haven't	lost enough weight	yet.
You		talked to the teacher	
We		eaten lunch	
They		been to New York	
He	hasn't	seen that movie	
She		paid the rent	

- A. I HAVEN'T LOST ENOUGH WEIGHT YET. HE**
B. HE HASN'T LOST ENOUGH WEIGHT YET.
A. EATEN LUNCH
B. HE HASN'T EATEN LUNCH YET.
A. WE
B. WE HAVEN'T EATEN LUNCH YET.
A. BEEN TO NEW YORK/SHE/I, etc.

2.

Do Step 3 only. A is the teacher and B is the whole class or a series of individual students. The students are asked to transform an affirmative statement with "already" into a negative one with "yet".

- | | |
|--|---|
| A. I'VE BEEN TO THE ZOO ALREADY. | B. I HAVEN'T BEEN TO THE ZOO YET. |
| A. I'VE ALREADY SEEN THAT MOVIE. | B. I HAVEN'T SEEN THAT MOVIE YET. |
| A. I'VE HAD 2 CHILDREN ALREADY. | B. I HAVEN'T HAD 2 YET. |
| A. HE'S ALREADY LOST 5 POUNDS. | B. HE HASN'T LOST 5 POUNDS YET. |
| A. WE'VE CALLED THE DOCTOR ALREADY. | B. WE HAVEN'T CALLED THE DOCTOR YET. |

3.

Do Step 3 only. A is the teacher and B is the whole class or a series of individual students. A makes a statement. B repeats it, adding the appropriate question tag. Note that some of these sentences are not in the Present Perfect Tense, but are included to give the students practice in differentiating between the various uses of "have".

You've been sick for a long time.
 He hasn't been here since last year.
 She's gone to bed already.
 You've never had a heart attack.
 She's got a new job.
 You haven't called the fire department yet.
 They have a new telephone number.
 She had a cold last week.
 He's had 3 colds since January.
 Harold hasn't worked here for a long time.
 He doesn't have a lot of time.
 We've seen that movie already.
 We haven't seen this one yet.
 You haven't got any time.

- A. YOU'VE BEEN SICK FOR A LONG TIME.**
B. YOU'VE BEEN SICK FOR A LONG TIME, HAVEN'T YOU?
A. YOU HAVEN'T CALLED THE FIRE DEPARTMENT YET.
B. YOU HAVEN'T CALLED THE FIRE DEPARTMENT YET, HAVE YOU?
A. SHE'S GOT A NEW JOB.
B. SHE'S GOT A NEW JOB, DOESN'T SHE?

4.

Do Step 3 only. A is the teacher and B is a series of students. A asks a question in the Present Perfect Tense. B answers, using the Simple Past Tense with the past adverb "yesterday". Note that a singular noun preceded by "the" is replaced by "it", whereas a noun preceded by "a" is replaced by "one".

- | | |
|---|---|
| A. HAS JOHN EVER MET MARY? | B. YES, HE MET HER YESTERDAY. |
| A. HAVE YOU EVER HEARD OF ____? | B. YES, I HEARD OF HIM/HER/IT YESTERDAY. |
| A. HAVE YOU MAILED THE LETTER YET? | B. YES, I MAILED IT YESTERDAY. |
| A. HAVE YOU EVER MADE A CAKE? | B. YES, I MADE ONE YESTERDAY. |
| A. HAVE YOU EVER EATEN (e.g. spaghetti)? | B. YES, I ATE SOME YESTERDAY. |
| A. HAVE YOU SEEN MY WALLET? | B. YES, I SAW IT YESTERDAY. |
| A. HAVE YOU EVER GONE TO A CIRCUS? | B. YES, I WENT TO ONE YESTERDAY. |
| A. HAVE YOU CALLED PAUL YET? | B. YES, I CALLED HIM YESTERDAY. |
| A. HAVE YOU PAID THE RENT YET? | B. YES, I PAID IT YESTERDAY. |

NOTES

Unit Six — LESSON SIX

CONTENT

PATTERNS	VOCABULARY	
Can't you give me a 25-cent stamp instead? What do you know about them? No experience needed.	NOUNS	EXPRESSION
	material fabric cotton burlap wood mahogany pine curtains applicant lumberyard stamp interview experience	not really
		ADJECTIVES
		fried necessary practical
		VERBS
		shrink apply fade look for Past Participles: sold put made

STRUCTURE NOTES

Uncountable Nouns: A few new nouns are introduced in this lesson. Most of these are uncountable, e.g. “cotton, burlap, material, fabric, wood, mahogany, pine”. Note that names of types of fabric or wood are sometimes used as adjectives.

e.g. Mahogany wood is stronger than pine.
 The mahogany table is the best one.
 She wore a cotton dress.

Past Participles: The past participles of the verbs “sell, put, make” are used in this lesson. Since these are the same in form as the Simple Past Tense forms, they should cause no difficulties.

SUGGESTIONS

This lesson is based entirely on the material in the Students' Workbook. You may want to refer the students back to pictures from previous units in order to review structures learned in Unit Six.

PART I

Part I of the Students' Workbook contains 5 pictures. These are accompanied by dialogues, comprehension questions and written exercises. The dialogues should be used in a variety of ways.

For example: — Assign roles to different students and have them read the dialogue aloud, as a play. Then ask the questions orally before allowing them to answer them in writing.

- Have the students read the dialogue to themselves, as an exercise in reading comprehension. Then have them answer the questions in writing without any previous oral practice. You will, of course, have to explain any new vocabulary items first.
- After practising reading the dialogue aloud, have the students close their Workbooks and then present the dialogue as a dictation exercise.
- Write the dialogue on the blackboard. Practise saying each sentence with the whole class and then have individual students come to the blackboard to mark the main stress in each sentence.
- After practising reading the dialogue aloud, have the students close their Workbooks. Write the dialogue on the blackboard, leaving blank spaces. Then have the students read it aloud or write it, filling in the blanks.

e.g. Air mail letters to Australia cost 25 cents ——— ounce.
 Can you give me one 25——— stamp?
 I ——— already sold all the 25——— stamps.

PART II

Part II of the Students' Workbook contains 2 sample want ads advertising available jobs. Each one is followed by a sample telephone conversation between a job applicant and an employer. Practise reading these conversations aloud first, assigning roles to students. Only then have them use the conversations as written exercises, filling in the blanks with the correct forms of the verbs

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given. You may want to ask your students to make up their own telephone dialogues to suit these 2 want ads or any others which you have taken from a newspaper. At first you could play the part of the employer and ask the applicant a variety of questions. Then have students play both roles.

PART III

Part III of the Students' Workbook contains 8 exercises. These are intended as a written reinforcement of certain structures learned in Unit Six. Some of them are suitable for oral practice as well (e.g. nos. 3, 4, 5, 6, 7, 8).

PART IV

Part IV of the Students' Workbook is not intended for classroom work. These structure notes are included as a reminder to the students of certain difficult grammatical constructions. Some students find such written reminders useful for review.

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